

General Studies Request Form

Permanent numbered courses must be submitted to the workflow in [Kuali CM](#) before a General Studies request is submitted here. The General Studies Council will not review requests ahead of the new course being reviewed by the Senate.

More detailed information about requesting General Studies designations is found [here](#).

Proposal Contact Information

Submitter Name	Submitter Email	Submitter Phone Number
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College/School	Department/School
The College of Liberal Arts and Sciences (CLA)	School of International Letters and Cultures (CLAN-LIT)

Submission Information

Type of submission:

New Request (Course or topic does not currently hold this designation)

Requested Effective Date

Fall 2023

ASU Request

Is this request for a permanent course or a topic?

Topic

Subject Code	Course Number	Units/Credit Hours
SPA	194	3

Topic Information

If your request is approved:

1. Topics on [omnibus courses](#) only carry designations for three consecutive semesters (excluding summer), *whether or not they are scheduled*. Once expired, a new request must be submitted.
2. Topics on **permanent courses** require mandatory review every five years.

Topic Title

Hispanic/Latino/a/x Cultures in the United States

Topic Description

This course explores the presence of Hispanic/Latino/a/x people in the U.S. We will study their historical presence, diverse cultures, identities, and other contemporary issues that shape the social and cultural productions, practices, and experiences of the largest minority group in the U.S. We will discuss key concepts such as multi-racial latinidad, imperialism, immigration, borderlands, education, and language to examine in-depth the various issues embedded in the groups' cultural identities in the U.S. The course also

examines the beliefs and attitudes that shape speakers' relationships to their own and others' languages, which in turn affect the retention of Spanish due to power dynamics in society. This course analyzes U.S. Spanish varieties from a Linguistic perspective that highlights their importance, and validity. This course allows us to address common misperceptions about this population to distinguish the needs, goals, and resources represented within this diverse group.

If this topic exists on any other courses and the sections will be combined in the schedule, please list those courses here.

General Studies

Requested Designation

H - Historical Awareness

H: Historical Awareness

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]

Note: The following are **not** acceptable submissions for the "H" designation:

1. Courses that are merely organized chronologically.
2. Courses which are exclusively the history of a field of study or of a field of artistic or professional endeavor.
3. Courses whose subject areas merely occurred in the past.

"H" Criteria 1

History is a major focus of the course.

Identify the submitted documentation that provides evidence.

Syllabus

How does this course meet the spirit of this criteria?

This course examines the historical presence of different Hispanic/Latino groups in the United States and the current state of these diverse cultures, identities, and other contemporary issues that shape the social and cultural productions, practices, and experiences of this population in the United States. We analyze their historical presence and struggles to understand key concepts of immigration, borderlands, language use, and education. Students compare and contrast the different groups and summarize how governmental, historical, societal, and community factors have shaped the presence, identities, and cultural expression of these groups in the United States.

Please provide detailed evidence of how this course meets this criteria (i.e. where in the syllabus or other course materials).

See Course Description (p. 1); Learning Outcomes(p. 2); projects (p. 3); Course readings (pp. 2-3); Course schedule weeks 2-8 (pp. 6-8).

"H" Criteria 2

The course examines and explains human development as a sequence of events influenced by a variety of factors.

Identify the submitted documentation that provides evidence.

Syllabus

How does this course meet the spirit of this criteria?

This course examines the presence, development, and maintenance of Spanish as a minority language influenced by ideologies, language discrimination, and language policies. One important focus will be on the examination of language ideologies, which include the beliefs and attitudes that shape speakers' relationships to their own and other languages, that in turn affect the retention of Spanish due to power dynamics in society. For example, the ideology of one nation, and one language affects immigration and language policies, and bilingual education. These ideologies have shaped the struggles of maintaining Spanish across generations through the proposal of language policies such as the English-only movement and outlawing bilingual education. These ideologies affect the attitudes toward the use of languages other than English which accelerate the loss of minority languages like Spanish.

Please provide detailed evidence of how this course meets this criteria (i.e. where in the syllabus or other course materials).

Course description (p. 1); Projects (p. 3); Course readings (pp. 2-3); Course schedule - weeks 9-12 (pp.7-8)

"H" Criteria 3

There is a disciplined systematic examination of human institutions as they change over time.

Identify the submitted documentation that provides evidence.

Syllabus

How does this course meet the spirit of this criteria?

There is a systematic examination of immigration over time and the experiences of the different Hispanic/Latino groups with this institution. Through the examination of the different historical events that explain the presence of the different groups, students discuss the different policies and procedures that have impacted the immigration patterns of some of these groups. For example, the establishment of the Bracero program that brought Mexican agricultural workers to address the labor shortage during World War I. On the other hand, during the 1990s, people from certain countries in Central America were protected from deportation under the Temporary Protection Status (TPS) program because of a political or environmental catastrophe. The different immigration policies and programs in the US have varied over time depending on political, economic, or social circumstances.

Please provide detailed evidence of how this course meets this criteria (i.e. where in the syllabus or other course materials).

Course Objectives (p. 1); Learning outcomes (p. 2); Course readings (pp. 2-3); Course schedule weeks 2-7 (pp. 4-7)

"H" Criteria 4

The course examines the relationship among events, ideas, and artifacts and the broad social, political and economic context.

Identify the submitted documentation that provides evidence.

Syllabus

How does this course meet the spirit of this criteria?

This course examines how the histories of the different Hispanic/Latino groups, beliefs about immigrants, immigration policies, and language ideologies, shape contemporary issues, social and cultural productions, practices, and experiences of this population in the United States. It also considers the evolution of Hispanic/Latino cultures, forms of resistance and accommodation, and the embracing of collective and individual identities through media, music, and arts. For example, students will discuss Chicano Social Movements that resulted from the social, economic, and educational context in the 1960s that also has deep implications in today's Chicano identity and expression in art and language.

Please provide detailed evidence of how this course meets this criteria (i.e. where in the syllabus or other course materials).

Course description (p. 1); Learning outcomes (p. 2); Course schedule - weeks 2-16 (pp. 4-9)

Attach a sample syllabus for this course or topic, including the list of any required readings.

[SPA 194 Syllabus\(H\).pdf](#)

Attach the table of contents from any required textbook(s).

No Response

Attach any other materials that would be relevant or helpful in the review of this request.

No Response

Form Submission - Proposer

Submitted for Approval | Proposer

Melissa Negron - September 30, 2022 at 3:05 PM (America/Phoenix)

Department Approval

Approved

Mike Tueller - October 1, 2022 at 4:35 PM (America/Phoenix)

Provost's Office Review

Approved

April Randall - October 7, 2022 at 11:42 AM (America/Phoenix)

Historical Awareness Committee Review

Acknowledgement Requested

David Corlett

Matt Simonton - October 26, 2022 at 10:38 AM (America/Phoenix)

Recommendation: Revise and Resubmit. We appreciated how this course clearly articulates distinct areas through which to trace the history of Latinx peoples in the US (i.e. Spanish language, experiences of immigration, perspectives on immigration). There remains the issue of whether this course fulfills the H criteria in their specificities, e.g. C3, human institutions as they change over time. The author frames the process of immigration as the institution in question, which we think is a perfectly valid move, but then we are still unsure whether we see this institution changing over time with regard to any one of the numerous groups surveyed by the course. We are concerned that the case-study approach creates snapshots rather than a systematic look at change over time. If the proposer could address this concern in a re-submission, showing how institutional change over time is covered, we anticipate approval.