

General Studies Request Form

Please see the [General Studies Request Overview and FAQ](#) for information and quick answers.

New 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 a new course proposal being reviewed by the Senate.

Proposal Contact Information

Submitter Name	Submitter Email	Submitter Phone Number
Hope Anderson	Hope.M.Anderson@asu.edu	831-869-6361

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	494	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

Bilingual Advantage

Topic Description

The human capacity for language is unique and infinite; the multilingual brain/mind, and navigating between multiple languages daily within a community, is more common than not. Bilingualism, and more broadly, languages in contact, is an important topic that interfaces with all aspects of linguistics. Accordingly, the study of bilingualism provides ways to understand linguistic structures, how language is acquired, and how languages change. Students with little prior exposure to these topics can gain an

appreciation of these aspects of the study of language. Students with prior knowledge can extend their grasp of the issues in linguistics.

This course explores the issues related to bilingualism from different perspectives including cognitive, linguistic, sociocultural, educational, neurocognitive, and developmental. Bilingualism must also be treated as an aspect of sociolinguistics. Individual bilinguals present widely varying cases, as do bilingual societies. The characterization and discussion of individual and societal bilingualism will constitute an important aspect of the course. We will consider topics such as code-switching and how it is possible to have grammaticality judgments about code-switches. What are the effects of bilingualism on other domains of human cognition? What do imaging studies of the human brain tell us?

We will be especially interested in the data reflecting Spanish-English bilingualism, such as in central Arizona, home to rich bilingual cultural communities, but we will also be concerned with broader dimensions and other bilingual relationships. For example, we will include bilingualism in regions of Latin America where Spanish overlaps with indigenous language maintenance, as well as bilingualism (or plurilingualism) in Spain.

Students will be introduced to both relevant theories and implicational issues in the field of bilingualism and learn to demystify the myths and truths about bilingualism. We will consider issues concerning bilingualism for bilingual education, language planning, and policy, among many other topics. The major topics and issues that we will cover in this course are definitions and typologies of bilingualism, the measurement issues of bilingualism, the psycholinguistic aspects of bilingual language acquisition and language processing, cognitive and emotional development and maturation of bilingual children and adults.

A large part of the course will be devoted to the analysis and discussion of seminal papers relating to these themes. During the semester, there will be opportunities to observe and conduct original research.

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

SLC 494

General Studies

Requested Designation

G - Global Awareness

G: Global Awareness

Rationale and Objectives

Human organizations and relationships have evolved from being family and village centered to modern global interdependence. The greatest challenge in the nuclear age is developing and maintaining a global perspective which fosters international cooperation. While the modern world is comprised of politically independent states, people must transcend nationalism and recognize the significant interdependence among peoples of the world. The exposure of students to different cultural systems provides the background of thought necessary to developing a global perspective.

Cultural learning is present in many disciplines. Exposure to perspectives on art, business, engineering, music, and the natural and social sciences that lead to an understanding of the contemporary world supports the view that intercultural interaction has become a daily necessity. The complexity of American society forces people to balance regional and national goals with global concerns. Many of the most serious problems are world issues and require solutions which exhibit mutuality and reciprocity. No longer are hunger, ecology, health care delivery, language planning, information exchanges, economic and social developments, law, technology

transfer, philosophy, and the arts solely national concerns; they affect all the people of the world. Survival may be dependent on the ability to generate global solutions to some of the most pressing problems.

The word university, from universitas, implies that knowledge comes from many sources and is not restricted to local, regional, or national perspectives. The Global Awareness Area recognizes the need for an understanding of the values, elements, and social processes of cultures other than the culture of the United States. Learning which recognizes the nature of others cultures and the relationship of America's cultural system to generic human goals and welfare will help create the multicultural and global perspective necessary for effective interaction in the human community.

Courses which meet the requirement in global awareness are of one or more of the following types:

- (1) in-depth area studies which are concerned with an examination of culture-specific elements of a region of the world, country, or culture group,
- (2) the study of contemporary non-English language courses that have a significant cultural component,
- (3) comparative cultural studies with an emphasis on non-U.S. areas, and
- (4) in-depth studies of non-U.S. centered cultural interrelationships of global scope such as the global interdependence produced by problems of world ecology, multinational corporations, migration, and the threat of nuclear war.

[Reviewed April 2014]

"G" Criteria 1

Studies **must** be composed of subject matter that addresses or leads to an understanding of the contemporary world outside the U.S.

Identify the submitted documentation that provides evidence.

Syllabus

How does this course meet the spirit of this criteria?

Explores bilingualism in diverse groups in the contemporary world, especially bilinguals of Spanish + other European or indigenous American languages. Breaks down myths and explores cultural factors contributing to and affecting bilingualism. Examines the implications of bilingualism for worldwide education and sociopolitical issues.

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

Many of the readings (pages 3-4 of the syllabus) deal with sociocultural and sociopolitical implications of bilingualism. Students will critically analyze and respond to these topics in written and researched work as well as class discussion (p. 6).

"G" Criteria 2

The course must match at least one of the following descriptions (check all which may apply):

d. The course is a study of the cultural significance of a non-U.S.-centered global issue. The course examines the role of its target issue within each culture and the interrelatedness of various global cultures on that issue. It looks at the cultural significance of its issue in various cultures outside the U.S., both examining the issue's place within each culture and the effects of that issue on world cultures.

"G" Criteria 2D Information

The course is a study of the cultural significance of a non-U.S.-centered global issue. The course examines the role of its target issue within each culture and the interrelatedness of various global

cultures on that issue. It looks at the cultural significance of its issue in various cultures outside the U.S., both examining the issue's place within each culture and the effects of that issue on world cultures.

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Syllabus

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

Many of the readings (pages 3-4 of the syllabus) deal with sociocultural and sociopolitical implications of bilingualism. Students will critically analyze and respond to these topics in written and researched work as well as class discussion (p. 6).

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

[SPA 494 The Bilingual Advantage - Syllabus - G.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

Hope Anderson - November 16, 2022 at 1:59 PM (America/Phoenix)

Department Approval

Approved

Mike Tueller - November 17, 2022 at 5:35 PM (America/Phoenix)

Provost's Office Review

Approved

April Randall

Joni Lochtefeld - December 2, 2022 at 10:36 AM (America/Phoenix)

Global Awareness Committee Review

Acknowledgement Requested

Natalie Heywood - January 30, 2023 at 12:08 PM (America/Phoenix)

Revise and Resubmit. While the concept of bilingualism is a cultural and global issue, there needs to be more evidence within the course materials that demonstrate that the course looks at the topic of bilingualism in terms of understanding the contemporary world outside of the US. The course materials don't support the study of the issue within various cultures outside the US, as only Latin America is mentioned in the syllabus.

Jada Ach

Megan Todd

General Studies Council Meeting

Waiting for Approval

April Randall

Joni Lochtefeld

Registrar Notification

Notification

Courses Implementation

Implementation

Approval

Rebecca Klein

Lauren Bates

Alisha Von Kampen

Proposer Notification

Notification

Hope Anderson

Topic Notification

Notification

Leticia Mayer

Peggy Boivin
