

## General Studies Request Form

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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

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| Submitter Name | Submitter Email | Submitter Phone Number |
|----------------|-----------------|------------------------|
| Omar Beas      | obeas@asu.edu   | 602-752-5006           |

| College/School                                 | Department/School                                       |
|--|---|
| The College of Liberal Arts and Sciences (CLA) | School of International Letters and Cultures (CLAN-LIT) |

### Submission Information

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Type of submission:

Mandatory Review (Course or topic currently holds this designation and is undergoing 5-year review)

#### **What is Mandatory Review?**

Courses and topics previously approved for General Studies must be reviewed every five years by the General Studies Council to verify requirements are still met.

### ASU Request

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Is this request for a permanent course or a topic?

Permanent Course

| Subject Code | Course Number | Units/Credit Hours |
|--------------|---------------|--------------------|
| SPA          | 400           | 3                  |

#### Course Information

Courses approved for General Studies require mandatory review every five years.

Course Title

Fundamentals of Spanish Linguistics

Course Catalog Description

Introduces the discipline and methods of linguistics through the study of Spanish data.

Is this a crosslisted course?

No

Is this course offered by another academic unit?

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No

## General Studies

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### Requested Designation

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SB - Social-Behavioral Sciences

SB: Social-Behavioral Sciences

#### **Rationale and Objectives**

Social-behavioral sciences use distinctive scientific methods of inquiry and generate empirical knowledge about human behavior, within society and across cultural groups. Courses in this area address the challenge of understanding the diverse natures of individuals and cultural groups who live together in a complex and evolving world.

In both private and public sectors, people rely on social scientific findings to consider and assess the social consequences of both large-scale and group economic, technological, scientific, political, ecological and cultural change. Social scientists' observations about human interactions with the broader society and their unique perspectives on human events make an important contribution to civic dialogue.

Courses proposed for a General Studies designation in the Social-Behavioral Sciences area must demonstrate emphases on: (1) social scientific theories, perspectives and principles, (2) the use of social-behavioral methods to acquire knowledge about cultural or social events and processes, and (3) the impact of social scientific understanding on the world.

[Revised April 2014]

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Note: The following types of courses are **excluded** from the "SB" area, even though they might give some consideration social and behavioral science concerns:

1. Courses with primarily arts, humanities, literary or philosophical content.
2. Courses with primarily natural or physical science content.
3. Courses with predominantly applied orientation for professional skills or training purposes.
4. Courses emphasizing primarily oral, quantitative, or written skills.

An "SB" course should meet all of the following criteria. If not, a rationale for exclusion should be provided.

#### "SB" Criteria 1

Course is designed to advance basic understanding and knowledge about human interaction.

Identify the submitted documentation that provides evidence.

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Syllabus: -Course description (p. 1), Learning Outcomes (p. 2), "Variación lingüística y aspectos externos" in Course Calendar (p. 7) Appendix: Class Project (p. 4-7), Multimedia material (p. 8-11), Selected readings (p. 12))

How does this course meet the spirit of this criteria?

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Course is designed to apply the analytic tools of linguistics (first 9 modules) to describe how sociocultural, historical and individual factors have influenced the current linguistic diversity in the Spanish language (last 5 modules). Language is understood as a sociocultural product that can be described in context by the fundamental principles of dialectology and sociolinguistics.

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

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Learning outcomes in the course (Syllabus, p. 2)

3. Recognize the main patterns of variation of Spanish according to geographical location, sociocultural context and historical period.
4. Discuss topics or case studies related to the analysis of Spanish grammar or to the significance of the language in society.

In addition, in-class activities discussed in Multimedia material, Selected readings from the textbook and from the Class Project (See Appendix).

#### "SB" Criteria 2

Course content emphasizes the study of social behavior such as that found in:

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Cultural Geography

History

Other (please provide in next field)

List the other social behavior field(s) this course emphasizes.

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Dialectology, Sociolinguistics

Identify the submitted documentation that provides evidence.

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Syllabus, Appendix (see Class Project, Selected readings)

How does this course meet the spirit of this criteria?

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First week of classes introduces the Spanish language as a global language and situates Spanish within a historical context (Module 0-1, see Syllabus, p. 4). After introducing the analytic tools used in Linguistics to describe the structural, cognitive and communicative aspects involved in the study of the Spanish language, the course devotes a significant amount of time to discuss linguistic variation from a sociolinguistic, dialectological (Module 10-11) and historical perspective (Module 12-13). This provides students with the necessary background to develop a viewpoint on Spanish-English bilingualism in the United States (Module 13-14), its social impact.

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

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\*Learning outcomes #3, #4 in the course (Syllabus p. 2)

\*Module 10-14, see Syllabus p. 7

\*Assigned readings in the textbook (see Appendix, p. 12) and suggested readings in the references section of the Class Project (Appendix, p. 4-7)

#### "SB" Criteria 3

Course emphasizes:

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a. the distinct knowledge base of the social and behavioral sciences (e.g., sociological anthropological)

Identify the submitted documentation that provides evidence.

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Syllabus, Appendix (see Class Project, Selected readings)

How does this course meet the spirit of this criteria?

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The course addresses not only the structural aspects of the Spanish language but strives to connect them with the social, cultural and historical aspects that also contribute to the understanding of the current panorama in the United States (LO 3, LO 4 in the syllabus).

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

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Modules 10-14 discuss bilingualism as a social/interactional phenomenon and covers the following concepts:

- \*dialect leveling
- \*heritage language
- \*code switching
- \*linguistic prestige
- \*different types of bilingualism

Class project is specifically framed within the main factors of variation in the Spanish language: geographical space, social group and historical period (see Appendix, p. 1-7).

"SB" Criteria 4

Course illustrates use of social and behavioral science perspectives and data.

Identify the submitted documentation that provides evidence.

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Syllabus (instruction on course topics, p. 4-5, 7; Appendix (see Class Project, section III, p. 5-7)

How does this course meet the spirit of this criteria?

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Social and behavioral science perspectives and data are presented in Module 10-14. Students will be introduced to the fundamentals of dialectological and sociolinguistic methodology. They will also write an essay linked to language diversity in the geographic axis, social axis or historical axis. As part of project requirements will document their research with appropriate academic references, which will familiarize them with the data collection methods and perspectives typical in the social and behavioral sciences

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

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

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[Syllabus\\_SPA400\\_SB Designation.pdf](#)

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

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[TOC\\_Muñoz et al \(2017\)\\_SB.pdf](#)

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

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[Appendix\\_SPA 400.pdf](#)

## Form Submission - Proposer

Submitted for Approval | Proposer

Omar Beas - March 2, 2023 at 10:00 PM (America/Phoenix)

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### Department Approval

Approved

Mike Tueller - March 4, 2023 at 8:01 PM (America/Phoenix)

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### Provost's Office Review

Approved

April Randall

Joni Lochtefeld - March 6, 2023 at 10:17 AM (America/Phoenix)

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### Social-Behavioral Sciences Mandatory Review

Acknowledgement Requested

Michael Mokwa - March 29, 2023 at 3:00 PM (America/Phoenix)

Invite a Re-submission with Revision: This is an interesting and relevant course. The proposal was developed and documented adequately. The syllabus was also developed and presented adequately, and it aligned with the proposal. While the course includes some considerations of interactive human behaviors and societal perspectives, we do not have enough information to judge whether the explicit study of interactive human behavior is the dominant focus in the learning experience of the students. This must be clarified, elaborated, and demonstrated more explicitly.

L. Wallace

Michele Devine

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### General Studies Council Meeting

Waiting for Approval

April Randall

Joni Lochtefeld

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### Proposer Notification

Notification

Omar Beas

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