ARIZONA STATE UNIVERSITY

GENERAL STUDIES PROGRAM COURSE PROPOSAL COVER FORM

Courses submitted to the GSC between 2/1 and 4/30 if approved, will be effective the following Spring.
Courses submitted between 5/1 and 1/31 if approved, will be effective the following Fall.
(SUBMISSION VIA ADOBE.PDF FILES IS PREFERRED)

DATE 9/17/2011

1. ACADEMIC UNIT: SILC

2. COURSE PROPOSED: SLV 394 Language and Identity 3

(prefix) (number) (title) (semester hours)

3. CONTACT PERSON: Name: Danko Sipka Phone: 480 634 8497

Mail Code: 0202 E-Mail: Danko.Sipka@asu.edu

4. ELIGIBILITY: New courses must be approved by the Tempe Campus Curriculum Subcommittee and must have a regular course number. For the rules governing approval of omnibus courses, contact the General Studies Program Office at 965-0739.

5. 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. (Please submit one designation per proposal)

Core Areas

- Literacy and Critical Inquiry—L
- Mathematical Studies—MA
- CS
- Humanities, Fine Arts and Design—HU
- Social and Behavioral Sciences—SB
- Natural Sciences—SQ
- SG

Awareness Areas

- Global Awareness
- Historical Awareness—H
- Cultural Diversity in the United States—C

6. DOCUMENTATION REQUIRED.

(1) Course Description
(2) Course Syllabus
(3) Criteria Checklist for the area
(4) Table of Contents from the textbook used, if available

7. In the space provided below (or on a separate sheet), please also provide a description of how the course meets the specific criteria in the area for which the course is being proposed.

The core area of humanities is met by focusing on the concept of identity, one of the central notion of the human condition, while the global awareness area is met by exploring different cross-cultural and cross-linguistic configurations in which identities are constructed and perceived.

CROSS-LISTED COURSES: ☒ No ☐ Yes; Please identify courses: ______________________________________

Is this amultisection course?: ☒ No ☐ Yes; Is it governed by a common syllabus? ________

Rev. 1/94, 4/95, 7/98, 4/00, 1/02, 10/08
Arizona State University Criteria Checklist for

GLOBAL AWARENESS [G]

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

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>Identify Documentation Submitted</th>
</tr>
</thead>
<tbody>
<tr>
<td>☒</td>
<td>☐</td>
<td>1. Studies must be composed of subject matter that addresses or leads to an understanding of the contemporary world outside the U.S. Syllabus</td>
</tr>
<tr>
<td>☐</td>
<td>☒</td>
<td>2. The course must match at least one of the following descriptions: (check all which may apply): Syllabus</td>
</tr>
<tr>
<td>☒</td>
<td>☐</td>
<td>a. In-depth area studies concerned with an examination of culture-specific elements of a region, country or culture group. The area or culture studied must be non-U.S. and the study must contribute to an understanding of the contemporary world.</td>
</tr>
<tr>
<td>☐</td>
<td>☒</td>
<td>b. The course is a language course for a contemporary non-English language, and has a significant cultural component.</td>
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<tr>
<td>☐</td>
<td>☒</td>
<td>c. The course is a comparative cultural study in which most, i.e., more than half, of the material is devoted to non-U.S. areas.</td>
</tr>
<tr>
<td>☐</td>
<td>☒</td>
<td>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.”</td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Criteria (from checksheet)</th>
<th>How course meets spirit (contextualize specific examples in next column)</th>
<th>Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2d: study the cultural significance of a non-U.S. centered global issue</td>
<td><strong>SAMPLE:</strong> The course examines the cultural significance of financial markets Japan, Korea, and the UK.</td>
<td><strong>SAMPLE:</strong> Module 2 shows how Japanese literature has shaped how Japanese people understand world markets. Module 3 shows how Japanese popular culture has been changed by the world financial market system. Modules 4 &amp; 5 do the same for Korea and modules 6 &amp; 7 do the same for the UK.</td>
</tr>
<tr>
<td>1</td>
<td>The course explores how identity is constructed in various languages and cultures outside of the United States</td>
<td>See weeks 7-16 in the syllabus schedule</td>
</tr>
<tr>
<td>2a</td>
<td>The course focuses on various Slavic cultures and languages, and in particular on the expression of ethnic, territorial, gender, and other types of identity</td>
<td>See weeks 7-16 in the syllabus schedule</td>
</tr>
</tbody>
</table>
SLV 394 Language and Identity

Course description

The present course focuses on the interplay between language and identity in intra- and cross-cultural communication. Textual and multimedia material drawn from diverse Slavic cultures is examined in addressing the linguistic aspect of otherization, identity building, cultural clash, and transculturation.

A particular emphasis is set on the process of transculturation per American popular culture as well as on various instances of heightened cultural sensitivity and intense identity-based maneuvers (immigration, ethnic conflict, miscommunication, etc.)
Slavic (SLV) 394 – Language and Identity

Syllabus

Contact with the instructor: Per e-mail (Danko.Sipka@asu.edu) at any time. Per telephone 480 637 8427 Tu 6:00-9:00 PM. In the office LL 419B Tu Th 10:30 AM – 12:00 PM (e-mail me on the previous day to let me know when to expect you)

Prerequisite: None

Content: We will focus on the interplay between language and identity in intra- and cross-cultural communication. Textual and multimedia material drawn from diverse Slavic cultures is examined in addressing the linguistic aspect of otherization, identity building, cultural clash, and transculturation.

A particular emphasis is set on the process of transculturation per American popular culture as well as on various instances of heightened cultural sensitivity and intense identity-based maneuvers (immigration, ethnic conflict, miscommunication, etc.)

Workload: You are expected to actively participate in the class discussions and complete six projects as outlined in the schedule below.

Grading: A+ will be earned if all projects listed under Schedule are fully completed. Each two-week period completed in more than 50 and less than 100 percent will reduce the grade for one half of a point (e.g., from A+ to A). Bonus points can be earned during the last two-week period to increase the grade for not more than two points.

Objectives: To get acquainted with basic sociolinguistics and psycholinguistic categories and techniques, to get familiarized with the recent developments in the nexus of language and identity in Slavic languages.

Materials: Course pack will be disseminated via Blackboard containing scans from the relevant theoretical works, and monographs addressing concrete problems, as well as newspaper and other texts and video clips illustrating the phenomena under discussion. The course will feature Slavic movies and video-clips subtitled in English.

Schedule and Workload:

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Project</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-2</td>
<td>Types and expressions of identity</td>
<td></td>
</tr>
<tr>
<td>3-4</td>
<td>Sociolinguistic and psycholinguistic categories</td>
<td>Sociolinguistic survey</td>
</tr>
<tr>
<td>5-6</td>
<td>Social and linguistic change</td>
<td></td>
</tr>
<tr>
<td>7-8</td>
<td>Ethnic identity and its linguistic expression</td>
<td>Analysis of Slavic mistakes in English</td>
</tr>
<tr>
<td>9-10</td>
<td>Territorial identity and its linguistic expression</td>
<td>Dialectological survey</td>
</tr>
<tr>
<td>11-12</td>
<td>Sexual identity and its linguistic expression</td>
<td>Psycholinguistic survey</td>
</tr>
<tr>
<td>13-14</td>
<td>Historic-cultural identity and its linguistic expression</td>
<td>Analysis of neologisms</td>
</tr>
<tr>
<td>15-16</td>
<td>The clash of identities</td>
<td>Analysis of the new Anglicisms in Slavic</td>
</tr>
</tbody>
</table>

Projects listed above are given as examples only. You can substitute them with your own projects pending my approval. For each project you are supposed to conduct your research according to the specifications which will be discussed during the first two weeks and to make a 20-minute in-class presentation about it. You are also expected to get actively involved in the discussion following the presentations of your colleagues.