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 8/17/2011

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 8437
   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
Humanities, Fine Arts and Design-HA
Social and Behavioral Sciences-SB
Natural Sciences-SQ

Awareness Areas
Global Awareness-G
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 an multisession 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

HUMANITIES, FINE ARTS AND DESIGN [HU]

Rationale and Objectives

The humanities disciplines are concerned with questions of human existence and meaning, the nature of thinking and knowing, with moral and aesthetic experience. The humanities develop values of all kinds by making the human mind more supple, critical, and expansive. They are concerned with the study of the textual and artistic traditions of diverse cultures, including traditions in literature, philosophy, religion, ethics, history, and aesthetics. In sum, these disciplines explore the range of human thought and its application to the past and present human environment. They deepen awareness of the diversity of the human heritage and its traditions and histories and they may also promote the application of this knowledge to contemporary societies.

The study of the arts and design, like the humanities, deepens the student’s awareness of the diversity of human societies and cultures. The fine arts have as their primary purpose the creation and study of objects, installations, performances and other means of expressing or conveying aesthetic concepts and ideas. Design study concerns itself with material objects, images and spaces, their historical development, and their significance in society and culture. Disciplines in the fine arts and design employ modes of thought and communication that are often nonverbal, which means that courses in these areas tend to focus on objects, images, and structures and/or on the practical techniques and historical development of artistic and design traditions. The past and present accomplishments of artists and designers help form the student’s ability to perceive aesthetic qualities of art work and design.

The Humanities, Fine Arts and Design are an important part of the General Studies Program, for they provide an opportunity for students to study intellectual and imaginative traditions and to observe and/or learn the production of art work and design. The knowledge acquired in courses fulfilling the Humanities, Fine Arts and Design requirement may encourage students to investigate their own personal philosophies or beliefs and to understand better their own social experience. In sum, the Humanities, Fine Arts and Design core area enables students to broaden and deepen their consideration of the variety of human experience.

Revised October 2008
Proposer: Please complete the following section and attach appropriate documentation.

**ASU - [HU] CRITERIA**

**HUMANITIES, FINE ARTS AND DESIGN [HU]** courses must meet *either 1, 2, or 3* and *at least one of the criteria under 4* in such a way as to make the satisfaction of these criteria a **CENTRAL AND SUBSTANTIAL PORTION** of the course content.

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>Identify Documentation Submitted</th>
</tr>
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<tbody>
<tr>
<td></td>
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<tr>
<td>☒</td>
<td>☐</td>
<td><strong>1.</strong> Emphasize the study of values, of the development of philosophies, religions, ethics or belief systems, and/or aesthetic experience.</td>
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<tr>
<td>☐</td>
<td>☒</td>
<td><strong>2.</strong> Concerns the comprehension and interpretation/analysis of written, aural, or visual texts, and/or the historical development of textual traditions.</td>
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<tr>
<td>☐</td>
<td>☒</td>
<td><strong>3.</strong> Concerns the comprehension and interpretation/analysis of material objects, images and spaces, and/or their historical development.</td>
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<td>☒</td>
<td><strong>4.</strong> In addition, to qualify for the Humanities, Fine Arts and Design designation a course must meet one or more of the following requirements:</td>
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<tr>
<td>☒</td>
<td>☐</td>
<td><strong>a.</strong> Concerns the development of human thought, including emphasis on the analysis of philosophical and/or religious systems of thought.</td>
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<tr>
<td>☐</td>
<td>☒</td>
<td><strong>b.</strong> Concerns aesthetic systems and values, literary and visual arts.</td>
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<td>☐</td>
<td>☒</td>
<td><strong>c.</strong> Emphasizes aesthetic experience in the visual and performing arts, including music, dance, theater, and in the applied arts, including architecture and design.</td>
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<td>☒</td>
<td><strong>d.</strong> Deepen awareness of the analysis of literature and the development of literary traditions.</td>
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</table>

**THE FOLLOWING ARE NOT ACCEPTABLE:**

- Courses devoted *primarily* to developing a skill in the creative or performing arts, including courses that are *primarily* studio classes in the Herberger College of the Arts and in the College of Design.

- Courses devoted *primarily* to developing skill in the use of a language – **However, language courses that emphasize cultural study and the study of literature can be allowed.**

- Courses which emphasize the acquisition of quantitative or experimental methods.

- Courses devoted *primarily* to teaching skills.
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>1</td>
<td>The course studies the value of identity and related ethnic, religious, and other social values</td>
<td>See weeks 1-2, and 7-16 in the syllabus</td>
</tr>
<tr>
<td>2</td>
<td>The course pack contains numerous philosophical and literary texts and the course also features several identity-related movies</td>
<td>See &quot;Materials&quot; in the syllabus. I would also be happy to grant guest access to my Blackboard course platform where the featured materials can be perused.</td>
</tr>
<tr>
<td>4a</td>
<td>The course is concerned with the development of human thought around the concept of identity</td>
<td>See primarily weeks 1 and 2 in the syllabus, which focus on the types and expressions of identity, but all other units, through assigned texts, deals with the systems of thought centered around identity, especially in weeks 7 and 8.</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>
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<tbody>
<tr>
<td>1-2</td>
<td>Types and expressions of identity</td>
<td></td>
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<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>
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<tr>
<td>7-8</td>
<td>Ethnic identity and its linguistic expression</td>
<td>Analysis of Slavic mistakes in English</td>
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<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.