

1. General Information

1a. Submitted by the College of: ARTS & SCIENCES

Date Submitted: 3/6/2013

1b. Department/Division: Hispanic Studies

1c. Contact Person

Name: Haralambos Symeonidis

Email: haralambos.symeonidis@uky.edu

Phone: 257-2629

Responsible Faculty ID (if different from Contact)

Name:

Email:

Phone:

1d. Requested Effective Date: Semester following approval

1e. Should this course be a UK Core Course? Yes

Inquiry - Humanities

2. Designation and Description of Proposed Course

2a. Will this course also be offered through Distance Learning?: No

2b. Prefix and Number: SPA 330

2c. Full Title: Spanish and Globalization

2d. Transcript Title:

2e. Cross-listing:

2f. Meeting Patterns

LECTURE: 3

2g. Grading System: Letter (A, B, C, etc.)

2h. Number of credit hours: 3

2i. Is this course repeatable for additional credit? No

If Yes: Maximum number of credit hours:

If Yes: Will this course allow multiple registrations during the same semester?

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SENATE COUNCIL

2j. **Course Description for Bulletin:** This course examines "globalization" and its effect on a world language like Spanish. We will trace some of the debates and discussions surrounding language issues in a global era, attempting to identify those aspects of globalization of particular interest when it comes to explaining language behavior. We will seek to identify some of the key agents acting as the forces of globalization on language processes and will discuss the nature of this relationship. We will explore how far any discussion and analysis of globalization and world languages are of any particular and specific relevance to an understanding of the case of Spanish and the languages of what is commonly referred to as the Spanish-speaking world.

2k. **Prerequisites, if any:**

2l. **Supplementary Teaching Component:**

3. **Will this course taught off campus?** No

If YES, enter the off campus address:

4. **Frequency of Course Offering:** Spring,

Will the course be offered every year?: Yes

If No, explain:

5. **Are facilities and personnel necessary for the proposed new course available?:** Yes

If No, explain:

6. **What enrollment (per section per semester) may reasonably be expected?:** 50

7. **Anticipated Student Demand**

Will this course serve students primarily within the degree program?: Yes

Will it be of interest to a significant number of students outside the degree pgm?: Yes

If Yes, explain: The course will be taught in English which would allow non-Spanish speakers to get interested in globalization

8. **Check the category most applicable to this course:** Relatively New – Now Being Widely Established,

If No, explain:

9. **Course Relationship to Program(s).**

a. **Is this course part of a proposed new program?:** No

If YES, name the proposed new program:

b. **Will this course be a new requirement for ANY program?:** No

If YES, list affected programs:

10. **Information to be Placed on Syllabus.**

a. **Is the course 400G or 500?:** No

b. The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from **10.a** above) are attached: Yes

Distance Learning Form

Instructor Name:

Instructor Email:

Internet/Web-based: No

Interactive Video: No

Hybrid: No

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.

4. Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?

If yes, which percentage, and which program(s)?

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?

6. How do course requirements ensure that students make appropriate use of learning resources?

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)?

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? NO

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

10. Does the syllabus contain all the required components? NO

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name:

SIGNATURE|RUEDA|Ana Rueda|Dept approval for ZCOURSE_NEW SPA 330|20130501

SIGNATURE|RHANSON|Roxanna D Hanson|College approval for ZCOURSE_NEW SPA 330|20140121

SIGNATURE|JALLISO|Jonathan M Allison|SPA 330 UKCEC Expert Review|20140512

SIGNATURE|JMETT2|Joanie Ett-Mims|UKCore approval for ZCOURSE_NEW SPA 330|20141016

SIGNATURE|JMETT2|Joanie Ett-Mims|Undergrad Council approval for ZCOURSE_NEW SPA 330|20141031

Courses	Request Tracking
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New Course Form

<https://myuk.uky.edu/sap/bc/soap/rfc?services=>

Open in full window to print or save

Generate R

Attachments:

Browse...

Upload File

	ID	Attachment
Delete	2792	Spanish and Globalization.doc
Delete	3394	SPA 330 Intellectual Inquiry Humanities Form.doc

First 1 Last

Select saved project to retrieve...

Get New

(*denotes required fields)

1. General Information

- a. * Submitted by the College of: Submission Date: 3/6/2013
- b. * Department/Division:
- c.
 - * Contact Person Name: Email: Phone:
 - * Responsible Faculty ID (if different from Contact) _____ Email: _____ Phone: _____
- d. * Requested Effective Date: Semester following approval OR Specific Term/Year¹ _____
- e. Should this course be a UK Core Course? Yes No
 If YES, check the areas that apply:
 - Inquiry - Arts & Creativity Composition & Communications - II
 - Inquiry - Humanities Quantitative Foundations
 - Inquiry - Nat/Math/Phys Sci Statistical Inferential Reasoning
 - Inquiry - Social Sciences U.S. Citizenship, Community, Diversity
 - Composition & Communications - I Global Dynamics

2. Designation and Description of Proposed Course.

- a. * Will this course also be offered through Distance Learning? Yes⁴ No
- b. * Prefix and Number:
- c. * Full Title:
- d. Transcript Title (if full title is more than 40 characters): _____
- e. To be Cross-Listed² with (Prefix and Number): _____
- f. * Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours³ for each meeting pattern type.

<input type="text" value="3"/> Lecture	<input type="text"/> Laboratory ¹	<input type="text"/> Recitation	<input type="text"/> Discussion
<input type="text"/> Indep. Study	<input type="text"/> Clinical	<input type="text"/> Colloquium	<input type="text"/> Practicum
<input type="text"/> Research	<input type="text"/> Residency	<input type="text"/> Seminar	<input type="text"/> Studio
<input type="text"/> Other	If Other, Please explain: _____		
- g. * Identify a grading system:
 - Letter (A, B, C, etc.)
 - Pass/Fail
 - Medicine Numeric Grade (Non-medical students will receive a letter grade)
 - Graduate School Grade Scale
- h. * Number of credits:
- i. * Is this course repeatable for additional credit? Yes No
 If YES: Maximum number of credit hours: _____
 If YES: Will this course allow multiple registrations during the same semester? Yes No

j. * Course Description for Bulletin:

This course examines "globalization" and its effect on a world language like Spanish. We will trace some of the debates and discussions surrounding language issues in a global era, attempting to identify those aspects of globalization of particular interest when it comes to explaining language behavior. We will seek to identify some of the key agents acting as the forces of globalization on language processes and will discuss the nature of this relationship. We will explore how far any discussion and analysis of globalization and world languages are of any particular and specific relevance to an understanding of the case of Spanish and the languages of what is commonly referred to as the Spanish-speaking world.

k. Prerequisites, if any:

[Empty box for prerequisites]

l. Supplementary teaching component, if any: Community-Based Experience Service Learning Both

3. * Will this course be taught off campus? Yes No

If YES, enter the off campus address:

4. Frequency of Course Offering.

a. * Course will be offered (check all that apply): Fall Spring Summer Winter

b. * Will the course be offered every year? Yes No

If No, explain:

5. * Are facilities and personnel necessary for the proposed new course available? Yes No

If No, explain:

[Empty box for facilities and personnel explanation]

6. * What enrollment (per section per semester) may reasonably be expected? 50

7. Anticipated Student Demand.

a. * Will this course serve students primarily within the degree program? Yes No

b. * Will it be of interest to a significant number of students outside the degree pgm? Yes No

If YES, explain:

The course will be taught in English which would allow non-Spanish speakers to get interested in globalization

8. * Check the category most applicable to this course:

- Traditional - Offered in Corresponding Departments at Universities Elsewhere
 Relatively New - Now Being Widely Established
 Not Yet Found in Many (or Any) Other Universities

9. Course Relationship to Program(s).

a. * Is this course part of a proposed new program? Yes No

If YES, name the proposed new program:

b. * Will this course be a new requirement for ANY program? Yes No

If YES, list affected programs:

10. Information to be Placed on Syllabus.

a. * Is the course 400G or 500? Yes No

If YES, the differentiation for undergraduate and graduate students must be included in the information required in 10.b. You must include: (i) ident additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR

b. * The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if appl 10.a above) are attached.

1 Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.
2 The chair of the cross-listing department must sign off on the Signature Routing Log.

	Forces of globalization in the Spanish-speaking World: Linguistic Imperialism or Grassroots Adaptation	(2000) 192-206 Mar-Molinero (2006) 8-26	
Week 10	US Latinos, <i>la hispanofonia</i> , and the Language Ideologies of High Modernity Language Conflict and the Micro-Macro Link in the Spanish-speaking World	Mar-Molinero (2006) 27-46 Mar-Molinero (2006) 47-75	
Week 11	Spanish/English Interaction in the US Hispanic Heritage Learner's Writing Andean Spanish and the Spanish of Lima: Linguistic Variation and Change in a Contact Situation	Mar-Molinero (2006) 76-93 Mar-Molinero (2006) 94-113	
Week 12	Spanish as L2 on the Dominican/Haitian Border and Universal Process of Acquisition Language Policy and Planning in Paraguay: Spanish and Guarani in contact	Mar-Molinero (2006) 114-136 See readings in blackboard	5. Report
Week 13	Whose story is it anyway? Representing Oral Testimony in a Multilingual 'Contact Zone' Spanish-Speaking Latin Americans in Catalonia: Reflexivity and Knowledgeability in Constructions of Catalan	Mar-Molinero (2006) 137-157 Mar-Molinero (2006) 158-177	
Week 14	Language Contact between Galician and Spanish: Conflict or Harmony? Young People's Linguistic Attitudes in Contemporary Galicia Linguistic Shift and Community Language: The Effect of Demographic Factors in the Valencian Region, Balearic Islands, and Catalonia	Mar-Molinero (2006) 178-196 Mar-Molinero (2006) 197-219	6. Report
Week 15	📖 EXAM 2 📖		

from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address: jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.

Policy on Cellular Phones and Texting

Use of a computer for purposes different from course work, talking on a cellular phone or texting is absolutely prohibited during the class period. If you are found, the instructor will ask you to leave the room and an unexcused absence will be placed in your records.

∞ Tentative Course Schedule ∞

Dates	TOPICS	Activities	
		Read	turn in
Week 1	Globalization. A very short introduction Globalization. A very short introduction	Chaps. 1-2 Steger Chaps. 3-5 Steger	---
Week 2	Globalization. A very short introduction Intro: the global language system"	Chaps. 6-8 Steger Chap. 1 in Swaan	1. Report
Week 3	The political economy of language constellations Language, culture and the unequal exchange of texts	Chap. 2 Swaan Chap. 3 Swaan	2. Report
Week 4	Language and Nationalism The "Castilianization" Process. The Emergence of Spanish as dominant Language	Mar-Molinero (2000) 3-17 Mar-Molinero (2000) 18-39	
Week 5	Counter-nationalism and the other Languages of the Spanish-speaking World Language Rights, Language Policies, and Language Planning	Mar-Molinero (2000) 40-63 Mar-Molinero (2000) 67-82	3. Report
Week 6	The State and Language Policies in the contemporary Spanish-speaking World EXAM 1	Mar-Molinero (2000) 83-109	
Week 7	Bilingual Education, Literacy, and the Role of Language in the Education Systems Latin American educational policies in the struggle for linguistic rights	Mar-Molinero (2000) 113-130 Mar-Molinero (2000) 131-156	
Week 8	Politics, language, and the Spanish education system Spanish as minority Language	Mar-Molinero (2000) 157-174 Mar-Molinero (2000) 177-191	4. Report
Week 9	Spanish in a global era	Mar-Molinero	

Academic Integrity

Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of Student Rights and Responsibilities (available online <http://www.uky.edu/StudentAffairs/Code/part2.html>) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic.

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

Accommodations Due to a Disability

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation

Each student is urged to take advantage of the professor's office hours for further discussion or clarification of the course material or assistance with writing the critical essays and final paper.

Course Grading

The following grading criteria will be used to determine final grades for this course:

A (90-100) **B** (80-89) **C** (70-79) **D** (60-69) **E** (0-59)

Mid-term Grade

Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar (<http://www.uky.edu/Registrar/AcademicCalendar.htm>).

Attendance

Attendance in this course is crucial. More than three unexcused absences will result in your grade being lowered by one letter grade. You must try to inform the professor beforehand if you are not going to be in class.

Excused Absence/ Make-up Opportunities

Students need to notify the professor of absences prior to class when possible. The following are acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit "reasonable cause for nonattendance" by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class.

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused or unexcused) per university policy.

Verification of Absences

Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request "appropriate verification" when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to university-related trips is required prior to the absence.

- Determine diachronically the importance of the Spanish language
- Connect historical facts to the development of Spanish to a world language.
- Demonstrate knowledge that globalization impacts language behavior
- Globalization and its specific relevance to the Spanish-speaking world.

Required Texts:

1. Mar-Molinero, Clare (2000). *Politics of Language in the Spanish-speaking World: from Colonization to Globalization*. Oxon, New York: Routledge.
2. Mar-Molinero, Clare; Steward, Miranda (eds.) (2006). *Globalization and Language in the Spanish-speaking World. Macro and Micro Perspectives*. Hampshire, New York: Palgrave MacMillan.
3. Steger, Manfred B. (2009). *Globalization. A very short Introduction*. Oxford, New York: Oxford University Press.
4. Swaan, Abram de (2001). *Words of the World*. Cambridge: Polity Press.
5. Additional material will be on blackboard

Course Assignments

Exam 1	20%
Exam 2	20%
1 Oral presentation	25%
6 Written reports	20%
Preparation and Participation	15%

Summary Description of Course Assignments:

1. Exams:

In order to evaluate students' progress in the class, there will be 2 exams. Please, keep in mind that there will be makeup exam for students with university-sanctioned excused absences. If, for any reason, a student needs to miss during the day of an exam, he/she should discuss his/her case with the instructor in advance.

2. Presentation:

Each student must choose one of the topics of the course and prepare it based on a specific research article indicated by the instructor. 20 minute PowerPoint presentations are expected to be sent to the instructor one week before the day of the presentation. Students are expected to participate in discussions following the presentations and share their opinions.

3. Written reports:

The students will turn in six written reports (2-3 pages each) on every major aspect of the program. Essays will consist of well-presented, clear and focused arguments supported by evidence found in the texts discussed in class. The use of bibliography is mandatory: minimum of 2-3 bibliographical entries other than the main texts.

4. Preparation and Participation:

Participation in class must be active and informed by careful readings of the assigned texts. It is recommended that you take notes on assigned texts for class, and that you come ready to discuss questions you have carefully formulated beforehand.



Department of Hispanic Studies

SPA 330 *Spanish and Globalization*

Instructor: Dr. Haralambos Symeonidis
Office hours: TR 11.15-12.15 and by appointment
Office: POT 1141
E-mail: haralambos.symeonidis@uky.edu

Class time: T-R 12.30-1.45

Room: CB 342

Phone: (859)-257-2629

Course Description:

This course examines "globalization" and its effect on a world language like Spanish. Expanding on Steger's book *Globalization: A Very Short Introduction* (2009), for the purpose of this course we shall define "**globalization**" as a social process "**characterized by the existence of global economic, political, cultural, linguistic and environmental interconnections and flows that make the many of the currently existing borders and boundaries irrelevant**".

Languages are *the* essential medium in which the ability to communicate across culture develops. Knowledge of one or several languages enables us to perceive new horizons, to think globally, and to increase our understanding of ourselves and of our neighbors. Languages are, then, the very lifeline of globalization: without language (or communication), there would be no globalization; and vice versa, without globalization, there would be no world languages (e.g., English, Chinese, French, Spanish, and so on). When economists (and linguists) write about globalization and its profound effects on modern societies, they routinely overlook the extraordinary nature of *language as an economic good*. This course highlights the economic importance of language in our current globalization. In doing so, it examines how and why certain languages (e.g., English) have acquired great social and economic value, while others (e.g., old regional dialects of France) have become relegated to a marginal status at best.

In this course we will trace some of these debates and discussions surrounding language issues in a global era, attempting to identify those aspects of globalization of particular interest when it comes to explaining language behavior. We will seek to identify some of the key agents acting as the forces of globalization on language processes and will discuss the nature of this relationship. We will explore how far any discussion and analysis of globalization and world languages are of any particular and specific relevance to an understanding of the case of Spanish and the languages of what is commonly referred to as the Spanish-speaking world.

Prerequisites

There are no prerequisites for this course.

Student Learning Outcomes

After completing this course, the student will be able to:

- Determine language as an economic good

**Course Review Form
Intellectual Inquiry in the Humanities**

Reviewer Recommendation

Accept Revisions Needed

Course: Spa 330

Using the course syllabus as a reference, identify when and how the following learning outcomes are addressed in the course. Since learning outcomes will likely be addressed multiple ways within the same syllabus, please identify a representative example (or examples) for each outcome.

Activities that enable students to demonstrate their ability to present and critically evaluate competing interpretations through written and oral analysis and argumentation.

Example(s) from syllabus:

Written reports: To gain a better understanding of globalization and its impact on Spanish, every student will submit a report on topics discussed in class. Reports will consist of well-presented, clear and focused arguments supported by evidence found in the texts discussed in class

Brief Description:

With these reports students will be able to understand the complexities of globalization on language, and the process of response of world languages, like Spanish, in a diverse, multicultural world. Students will be enabled to recognize and appreciate historical and cultural factors which are important for the role of Spanish in a global scene. They will be engaged critically and responsibly with the ideas introduced in the course.

Activities that enable students to demonstrate their ability to distinguish different artistic, literary, philosophical, religious, linguistic, and historical schools or periods according to the varying approaches and viewpoints characterized therein.

Example(s) from syllabus:

Oral presentation: Each group of students must choose one of the topics of the course and prepare it based on a specific research article or linguistic situation (language contact, language policy and planning, etc.) indicated by the instructor. For this presentation students will be requested to provide an outline and visual aids to accompany the presentation.

Brief Description:

Students will seek to identify some of the key agents acting as the forces of globalization on language processes and will discuss the nature of this relationship. They will explore how far any discussion and analysis of globalization and world languages are of any particular and specific relevance to an understanding of the case of Spanish and the languages of what is commonly referred to as the Spanish-speaking world.

Activities that enable students to demonstrate their ability to identify the values and presuppositions that underlie the world-views of different cultures and peoples, as well as one's own culture, over time through the analysis and interpretation of at least one of the following: works of art, literature, folklore, film, philosophy and religion, language systems or historical narratives (or the primary sources of historical research).

Example(s) from syllabus:

Some of the topics students will analyse and interpret in their presentations, discussions in class and exams are:

Mar Molinero (2006): Forces of globalization in the Spanish-speaking World: Linguistic Imperialism or Grassroots Adaptation pp. 8-26.

Mar Molinero (2006): Language Conflict and the Micro-Macro Link in the Spanish-speaking World. pp.

47-75

Language Policy and Planning in Paraguay: Spanish and Guarani in contact. (Readings will be provided)

Brief Description:

When economists (and linguists) write about globalization and its profound effects on modern societies, they routinely overlook the extraordinary nature of language as an economic good. Through the course topics and related assignments (mentioned above) students will be able to highlight the economic importance of language in our current globalization. In doing so, students will examine how and why certain languages (e.g., English) have acquired great social and economic value, while others (e.g., old regional dialects of France) have become relegated to a marginal status at best

Activities that enable students to demonstrate disciplinary literacy (vocabulary, concepts, methodology) in written work, oral presentations, and classroom discussions.

Example(s) from syllabus:
oral participation

Brief Description:

The students are expected to read all assignments and participate in class discussions. Doing so, they will be practicing vocabulary, concepts, methodology related to globalization and its impacts on language behavior

An assignment that enables students to demonstrate their ability to conduct a sustained piece of analysis of some work of art, literature, folklore (or popular culture), film (or other digital media), philosophy, religion, language system, or historical event or existing historical narrative that makes use of logical argument, coherent theses, and evidence of that discipline, with use of library sources when applicable, demonstrating appropriate information literacy in a particular discipline of the humanities (i.e. identifying appropriate sources, accessing them and assessing their value). This assignment will be used for program-level assessment.

Example(s) from syllabus:
Written reports and oral presentations

Brief Description:

Written reports and oral presentations will demonstrate students' ability to conduct a sustained piece of analysis of work on linguistic behavior, to determine language as an economic good, to connect historical facts to the development of Spanish as a world language

Information literacy component:

Reviewer's Comments: