

UNIVERSITY COUNCIL
ACADEMIC PROGRAMS COMMITTEE
REQUEST FOR DECISION

PRESENTED BY: Gordon Hill, Chair, Academic Programs Committee

DATE OF MEETING: June 18, 2009

SUBJECT: **Arts & Science: programs in Languages & Linguistics**

DECISION REQUESTED:

It is recommended:

That Council approve Bachelor of Arts Three-year and Four-year in Modern Languages, and deletion of the BA Three-year programs in German, Russian and Spanish, BA Four-year and Honours in Comparative Literature & Languages, and BA Four-year and Honours in Linguistics & Languages

PURPOSE:

The Bachelor of Arts is an academic program at the University of Saskatchewan. New fields of specialization at the major level and program deletions must be approved by University Council.

SUMMARY:

The new 3-year and 4-year BA programs in Modern Languages will provide a more flexible program for students in the Department of Languages and Linguistics. These programs will also serve to strengthen the faculty complement of the department. Students will complete courses in linguistics and in comparative literature, as well as at least eight to 12 courses in one language and at least four courses in a secondary language or in literature.

The following programs will be deleted and replaced by the Modern Languages programs – BA 3-year degrees in German, Russian, and Spanish; BA 4-year and Honours in Comparative Literature & Languages; and BA 4-year and Honours in Linguistics and Languages. The minors and language recognitions will continue to exist.

The Academic Programs Committee established a Subcommittee to review this proposal and requested additional information. The Committee also discussed this proposal with department and college representatives. At its May 21 meeting, the Committee agreed to recommend approval to Council.

ATTACHMENTS:

Proposal documentation; program termination forms, subcommittee report.

Proposal for Curriculum Change

to be approved by Council or by Academic Programs Committee

1. PROPOSAL IDENTIFICATION

Title of proposal:

Degree(s): Bachelor of Arts Field(s) of Specialization: Modern Languages

Level(s) of Concentration: 4-year and 3-year

Option(s): N/A

Degree College: Arts and Science

Department: Languages and Linguistics

Home College: Arts and Science

Contact person(s):

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Date: February 18, 2009

Approved by the degree college and/or home college: January 9, 2009

Proposed date of implementation: September 2009

2. Type of change

Requiring approval by Council

A replacement program, including program deletions

Proposal Document

3. RATIONALE

The new 3-year and 4-year B.A. programs in Modern Languages which are being proposed will provide a more flexible program for students in the Department of Languages and Linguistics. These programs will also serve to strengthen the faculty complement of the department especially in the areas of German, Russian, Spanish and Comparative Literature, where the number of faculty members available in each of the existing programs is not sufficient to sustain the existing programs. The following programs will be deleted and replaced by the Modern Languages programs – BA 3-year degrees in German, Russian, and Spanish; BA 4-year and Honours in Comparative Literature & Languages; and BA 4-year and Honours in Linguistics and Languages. The minors and language recognitions will continue to exist.

4. DESCRIPTION OF PROGRAM CHARACTERISTICS

3-year B.A. in Modern Languages

Required: (36 credit units) in

- 24 c.u. of language, culture, or literature courses taught in the chosen primary language
- 6 cu Linguistics
- Literature 100.6

In addition, students must select 12 c.u. from the following areas:

- Senior literature and/or cultural courses taught in the primary language or in English
- A secondary language
- Comparative Literature
- Linguistics

Total of 48 credit units required for the 3-year B.A. in Modern Languages

Note: Students who have chosen German, Russian, or Spanish as their primary language must take German 314 and 317 or Russian 314 and 317 or Spanish 314 and 317 as part of their major.

Primary language courses can be chosen from: French, German, Spanish, Russian.

Secondary language courses can be chosen from: French, German, Spanish, Russian, Ukrainian; CHIN 111.6; CREE 101.6, GRK 112.3, 113.3; HEB 111.6; LATN 112.3, 113.3; the Department may also recognize language courses taken at other institutions on a case by case basis.

The following courses satisfy the requirements for Comparative Literature: LIT 100.6, 261.3, 262.3, 263.3, 264

The following courses satisfy the requirements for cultural courses: FREN 252, 272; GERM 202, 204, 212, 265, 266; RUSS 275, 295, 395; SPAN 202, 204.

4-year B.A. in Modern Languages

Required (54 c.u.) in:

- 30 c.u. of language, culture, or literature courses taught in the chosen primary language
- 9 c.u. of Linguistics
- 9 c.u. of Comparative Literature
- 6 c.u. of a secondary language

In addition, students must select 12 c.u. from the following areas:

- Literature and/or cultural courses taught in the primary language or in English
- Senior course in secondary language
- Comparative Literature
- Linguistics
- Literary/Critical Theory

Total of 66 c.u. required for the 4-year B.A. in Modern Languages

Note: Students who have chosen German, Russian, or Spanish as their primary language must take German 314 and 317, Russian 314 and 317, or Spanish 314 and 317 as part of their major.

Primary language courses can be chosen from: French, German, Spanish, Russian

Secondary language courses can be chosen from: French, German, Spanish, Russian, Ukrainian; CHIN 111.6; CREE 101.6, GRK 112.3, 113.3; HEB 111.6; LATN 112.3, 113.3; the department may also recognize language courses taken at other institutions on a case by case basis.

The following courses satisfy the requirements for Comparative Literature: LIT 100.6, 261.3, 262.3, 263.3, 264

The following courses satisfy the requirements for cultural courses: FREN 252, 272; GERM 202, 204, 212, 265, 266; RUSS 275, 295, 395; SPAN 202, 204.

Courses in Literary/Critical Theory can be taken from other departments in the College but require Department of Languages and Linguistics approval prior to registering.

5. RESOURCES

Due to the deletion of the 3-year B.A. in German, the 3-year B.A. in Russian, the 3-year B.A. in Spanish, the programs in Comparative Literature & Languages and in Linguistics & Languages, the Department foresees no additional resources needed to implement the new program being proposed since present faculty resources will be utilized in a more efficient manner.

6. RELATIONSHIPS AND IMPACT OF IMPLEMENTATION

No other departments or colleges or the resources within the Department of Languages and Linguistics will be impacted by the activities from this new program or the deletion of the indicated programs. As well, the deletion of these programs will not have any external impact to any other PSE institutions or professional bodies.

All students currently following these programs will be grandfathered through their programs to completion.

Number of students presently enrolled in programs slated for deletion.

- Comparative Literature and Languages = 1
- Linguistics and Languages = 17
- German 3-Year = 1
- Russian 3-Year = 1
- Spanish 3-Year = 4

Number of students enrolled and graduated over the last five years from programs slated for deletion.

- Comparative Literature and Languages = 3
- Linguistics and Languages = 4
- German 3-Year = 1
- Russian 3-Year = 3
- Spanish 3-Year = 13
- Spanish 4-Year (Grandfathered students) = 6

7. BUDGET

No Budget allocations will change.

**Report Form for Program Termination
University of Saskatchewan**

Department: Languages and Linguistics College: Arts and Science
Program(s) to be deleted: BA Three Year Spanish
Effective date of termination: September 2009

1. List reasons for termination and describe the background leading to this decision.

This program will be replaced with a stronger program, the new proposed Modern Languages program, which has a stronger compilation of coursework that will allow the students to become more proficient in their languages of choice. Currently, the number of faculty members available in each of the existing programs is not sufficient to sustain the existing programs. As well, faculty and staff resources from this program will be utilized in a more efficient manner with the new proposed Modern Languages program.

2. Technical information.

- 2.1 Courses offered in the program and faculty resources required for these courses. 1 Faculty position was assigned to this program. All SPAN courses and faculty will still exist for the new Modern Languages program.
- 2.2 Other resources (staff, technology, physical resources, etc) used for this program. None.
- 2.3 Courses to be deleted, if any. None.
- 2.4 Number of students presently enrolled. Four.
- 2.5 Number of students enrolled and graduated over the last five years. Enrolled: 2004/05 - 10; 2005/06 - 5; 2006/07 - 5; 2007/08 - 4; 2008/09 - 4. Nineteen students have graduated from this program over the last 5 years.
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3. Impact of the termination.

Internal

- 3.1 What if any impact will this termination have on undergraduate and graduate students? How will they be advised to complete their programs? None.
- 3.2 What impact will this termination have on faculty and teaching assignments? None.
- 3.3 Will this termination affect other programs, departments or colleges? No.
- 3.4 If courses are also to be deleted, will these deletions affect any other programs? No.
- 3.5 Is it likely, or appropriate, that another department or college will develop a program to replace this one? No.
- 3.6 Is it likely, or appropriate, that another department or college will develop courses to replace the ones deleted? No.
- 3.7 Describe any impact on research projects. None.
- 3.8 Will this deletion affect resource areas such as library resources, physical facilities, and information technology? No.
- 3.9 Describe the budgetary implications of this deletion. None – all resources will transfer to the new Modern Languages program.
Due to the deletion of the 3-year B.A. in German, the 3-year B.A. in Russian, the 3-year B.A. in Spanish, the programs in Comparative Literature & Languages
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and in Linguistics & Languages, the Department foresees no additional resources needed to implement the new program being proposed since present faculty resources will be utilized in a more efficient manner.

External

- 3.10 Describe any external impact (e.g. university reputation, accreditation, other institutions, high schools, community organizations, professional bodies). None.
- 3.11 Is it likely or appropriate that another educational institution will offer this program if it is deleted at the University of Saskatchewan? Other institutions will already offer stand alone Spanish programs. U of S students will now major in Modern Languages and still come out with a strong primary language (24 credit units in the 3 year – same as 3 year Spanish degree - and 30 credit units for the 4 year degree) no different than any other program but in a stronger degree comprising of language, linguistics, and comparative literature.

Other

- 3.12 Are there any other relevant impacts or considerations? No.
- 3.13 Please provide any statements or opinions received about this termination. In the College of Arts and Science's challenge process, opinions are specifically requested from various departments. After the College Challenge was closed and the proposal was approved by the Academic Programs and Standards for the Humanities, Fine Arts and Social Sciences Committee, it went to the Division of Humanities and Fine Arts. No concerns were received at this or either of these stages of the approval process and was passed unanimously at both levels. One of the reasons for the unanimous approval was that the programs were rationalized into a new structure rather than program terminations.

(Optional)

4. Additional information.

Programs which have not undergone recent formal reviews should provide additional relevant information about quality, demand, efficiency, unique features, and relevance to the province.

**Report Form for Program Termination
University of Saskatchewan**

Department: Languages and Linguistics College: Arts and Science
Program(s) to be deleted: BA Three Year German
Effective date of termination: September 2009

1. List reasons for termination and describe the background leading to this decision.

This program will be replaced with a stronger program, the new proposed Modern Languages program, which has a stronger compilation of coursework that will allow the students to become more proficient in their languages of choice. Currently, the number of faculty members available in each of the existing programs is not sufficient to sustain the existing programs. As well, faculty and staff resources from this program will be utilized in a more efficient manner with the new proposed Modern Languages program.

2. Technical information.

- 2.1 Courses offered in the program and faculty resources required for these courses. 1 Faculty position was assigned to this program. All GERM courses and faculty will still exist for the new Modern Languages program.
- 2.2 Other resources (staff, technology, physical resources, etc) used for this program. None.
- 2.3 Courses to be deleted, if any. None.
- 2.4 Number of students presently enrolled. Two.
- 2.5 Number of students enrolled and graduated over the last five years. Enrolled: 2004/05 - 1; 2005/06 - 2; 2006/07 - 3; 2007/08 – 1; 2008/09 – 2. Two students have graduated from this program over the last 5 years.
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3. Impact of the termination.

Internal

- 3.1 What if any impact will this termination have on undergraduate and graduate students? How will they be advised to complete their programs? None.
- 3.2 What impact will this termination have on faculty and teaching assignments? None.
- 3.3 Will this termination affect other programs, departments or colleges? No.
- 3.4 If courses are also to be deleted, will these deletions affect any other programs? No.
- 3.5 Is it likely, or appropriate, that another department or college will develop a program to replace this one? No.
- 3.6 Is it likely, or appropriate, that another department or college will develop courses to replace the ones deleted? No.
- 3.7 Describe any impact on research projects. None.
- 3.8 Will this deletion affect resource areas such as library resources, physical facilities, and information technology? No.
- 3.9 Describe the budgetary implications of this deletion. None – all resources will transfer to the new Modern Languages program.
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Due to the deletion of the 3-year B.A. in German, the 3-year B.A. in Russian, the 3-year B.A. in Spanish, the programs in Comparative Literature & Languages and in Linguistics & Languages, the Department foresees no additional resources needed to implement the new program being proposed since present faculty resources will be utilized in a more efficient manner.

External

- 3.10 Describe any external impact (e.g. university reputation, accreditation, other institutions, high schools, community organizations, professional bodies). None.
- 3.11 Is it likely or appropriate that another educational institution will offer this program if it is deleted at the University of Saskatchewan? Other institutions will already offer stand alone German programs. U of S students will now major in Modern Languages and still come out with a strong primary language (24 credit units in the 3 year – more than 3 year German degree which has 18 credit units of GERM - and 30 credit units for the 4 year degree) no different than any other program but in a stronger degree comprising of language, linguistics, and comparative literature.

Other

- 3.12 Are there any other relevant impacts or considerations? No.
- 3.13 Please provide any statements or opinions received about this termination. In the College of Arts and Science's challenge process, opinions are specifically requested from various departments. After the College Challenge was closed and the proposal was approved by the Academic Programs and Standards for the Humanities, Fine Arts and Social Sciences Committee, it went to the Division of Humanities and Fine Arts. No concerns were received at this or either of these stages of the approval process and was passed unanimously at both levels. One of the reasons for the unanimous approval was that the programs were rationalized into a new structure rather than program terminations.

(Optional)

4. Additional information.

Programs which have not undergone recent formal reviews should provide additional relevant information about quality, demand, efficiency, unique features, and relevance to the province.

**Report Form for Program Termination
University of Saskatchewan**

Department: Languages and Linguistics College: Arts and Science
Program(s) to be deleted: BA Three Year Russian
Effective date of termination: September 2009

1. List reasons for termination and describe the background leading to this decision.

This program will be replaced with a stronger program, the new proposed Modern Languages program, which has a stronger compilation of coursework that will allow the students to become more proficient in their languages of choice. Currently, the number of faculty members available in each of the existing programs is not sufficient to sustain the existing programs. As well, faculty and staff resources from this program will be utilized in a more efficient manner with the new proposed Modern Languages program.

2. Technical information.

- 2.1 Courses offered in the program and faculty resources required for these courses. 1 faculty position was assigned to this program. All RUSS courses and faculty will still exist for the new Modern Languages program.
- 2.2 Other resources (staff, technology, physical resources, etc) used for this program. None.
- 2.3 Courses to be deleted, if any. None.
- 2.4 Number of students presently enrolled. Two.
- 2.5 Number of students enrolled and graduated over the last five years. Enrolled: 2004/05 - 2; 2005/06 - 2; 2006/07 - 3; 2007/08 – 1; 2008/09 – 2. Three students have graduated from this program over the last 5 years.
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3. Impact of the termination.

Internal

- 3.1 What if any impact will this termination have on undergraduate and graduate students? How will they be advised to complete their programs? None.
- 3.2 What impact will this termination have on faculty and teaching assignments? None.
- 3.3 Will this termination affect other programs, departments or colleges? No.
- 3.4 If courses are also to be deleted, will these deletions affect any other programs? No.
- 3.5 Is it likely, or appropriate, that another department or college will develop a program to replace this one? No.
- 3.6 Is it likely, or appropriate, that another department or college will develop courses to replace the ones deleted? No.
- 3.7 Describe any impact on research projects. None.
- 3.8 Will this deletion affect resource areas such as library resources, physical facilities, and information technology? No.
- 3.9 Describe the budgetary implications of this deletion. None – all resources will transfer to the new Modern Languages program.
Due to the deletion of the 3-year B.A. in German, the 3-year B.A. in Russian, the 3-year B.A. in Spanish, the programs in Comparative Literature & Languages
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and in Linguistics & Languages, the Department foresees no additional resources needed to implement the new program being proposed since present faculty resources will be utilized in a more efficient manner.

External

- 3.10 Describe any external impact (e.g. university reputation, accreditation, other institutions, high schools, community organizations, professional bodies). None.
- 3.11 Is it likely or appropriate that another educational institution will offer this program if it is deleted at the University of Saskatchewan? Other institutions will already offer stand alone Russian programs. U of S students will now major in Modern Languages and still come out with a strong primary language (24 credit units in the 3 year – more than the 3 year Russian degree which had 18 credit units of RUSS - and 30 credit units for the 4 year degree) no different than any other program but in a stronger degree comprising of language, linguistics, and comparative literature.

Other

- 3.12 Are there any other relevant impacts or considerations? No.
- 3.13 Please provide any statements or opinions received about this termination. In the College of Arts and Science's challenge process, opinions are specifically requested from various departments. After the College Challenge was closed and the proposal was approved by the Academic Programs and Standards for the Humanities, Fine Arts and Social Sciences Committee, it went to the Division of Humanities and Fine Arts. No concerns were received at this or either of these stages of the approval process and was passed unanimously at both levels. One of the reasons for the unanimous approval was that the programs were rationalized into a new structure rather than program terminations.

(Optional)

4. Additional information.

Programs which have not undergone recent formal reviews should provide additional relevant information about quality, demand, efficiency, unique features, and relevance to the province.

**Report Form for Program Termination
University of Saskatchewan**

Department: Languages and Linguistics **College:** Arts and Science
Program(s) to be deleted: BA Four Year and Honours Comparative Literature and Languages
Effective date of termination: September 2009

1. List reasons for termination and describe the background leading to this decision.

This program will be replaced with a stronger program, the new proposed Modern Languages program, which has a stronger compilation of coursework that will allow the students to become more proficient in their languages of choice. Currently, the number of faculty members available in each of the existing programs is not sufficient to sustain the existing programs. As well, faculty and staff resources from this program will be utilized in a more efficient manner with the new proposed Modern Languages program.

2. Technical information.

2.1 Courses offered in the program and faculty resources required for these courses. 1 Faculty position was assigned to this program. All associated courses and faculty will still exist for the new Modern Languages program.

2.2 Other resources (staff, technology, physical resources, etc) used for this program. None.

2.3 Courses to be deleted, if any. (Tutorials to be deleted): SPAN 261.0 Revolution and Dissidence in Protest Literature; SPAN 262.0 Exiles and Emigres in Expatriation; SPAN 263.0 Heroines, Anti Heroines and Gender Definition in Literature; SPAN 264.0 Mephisto and Faust: Knowledge Power Damnation and Redemption; RUSS 261.0 Revolution and Dissidence in Protest Literature; RUSS 262.0 Exiles and Emigres in Expatriation; RUSS 263.0 Heroines Anti Heroines and Gender Definition in Literature; RUSS 264.0 Mephisto and Faust: Knowledge Power Damnation and Redemption; GERM 261.0 Revolution and Dissidence in Protest Literature; GERM 262.0 Exiles and Emigres in Expatriation; GERM 263.0 Heroines, Anti Heroines and Gender Definition in Literature; GERM 264.0 Mephisto and Faust: Knowledge Power Damnation and Redemption; FREN 261.0 Revolution and Dissidence in Protest Literature; FREN 262.0 Exiles and Emigres in Expatriation; FREN 263.0 Heroines, Anti Heroines and Gender Definition in Literature; FREN 264.0 Mephisto and Faust: Knowledge Power Damnation and Redemption.

2.4 Number of students presently enrolled. - Zero

2.5 Number of students enrolled and graduated over the last five years. Enrolled: 2004/05 - 3; 2005/06 - 1; 2006/07 - 1; 2007/08 - 1; 2008/09 - 0. Five students have graduated from this program over the last 5 years.

3. Impact of the termination.

Internal

3.1 What if any impact will this termination have on undergraduate and graduate students? No impact.

How will they be advised to complete their programs? All students currently pursuing this program will be grandfathered and allowed to complete their degrees.

- 3.2 What impact will this termination have on faculty and teaching assignments? None.
- 3.3 Will this termination affect other programs, departments or colleges? None.
- 3.4 If courses are also to be deleted, will these deletions affect any other programs? No.
- 3.5 Is it likely, or appropriate, that another department or college will develop a program to replace this one? No.
- 3.6 Is it likely, or appropriate, that another department or college will develop courses to replace the ones deleted? No.
- 3.7 Describe any impact on research projects. None.
- 3.8 Will this deletion affect resource areas such as library resources, physical facilities, and information technology? No.
- 3.9 Describe the budgetary implications of this deletion. None – all resources will transfer to the new Modern Languages program.
Due to the deletion of the 3-year B.A. in German, the 3-year B.A. in Russian, the 3-year B.A. in Spanish, the programs in Comparative Literature & Languages and in Linguistics & Languages, the Department foresees no additional resources needed to implement the new program being proposed since present faculty resources will be utilized in a more efficient manner.

External

- 3.10 Describe any external impact (e.g. university reputation, accreditation, other institutions, high schools, community organizations, professional bodies). None.
- 3.11 Is it likely or appropriate that another educational institution will offer this program if it is deleted at the University of Saskatchewan? No.

Other

- 3.12 Are there any other relevant impacts or considerations? No.
- 3.13 Please provide any statements or opinions received about this termination.
In the College of Arts and Science's challenge process, opinions are specifically requested from various departments. After the College Challenge was closed and the proposal was approved by the Academic Programs and Standards for the Humanities, Fine Arts and Social Sciences Committee, it went to the Division of Humanities and Fine Arts. No concerns were received at this or either of these stages of the approval process and was passed unanimously at both levels. One of the reasons for the unanimous approval was that the programs were rationalized into a new structure rather than program terminations.

(Optional)

4. Additional information.

Programs which have not undergone recent formal reviews should provide additional relevant information about quality, demand, efficiency, unique features, and relevance to the province.

**Report Form for Program Termination
University of Saskatchewan**

Department: Languages and Linguistics College: Arts and Science
Program(s) to be deleted: BA Four Year and Honours Linguistics and Languages
Effective date of termination: September 2009

1. List reasons for termination and describe the background leading to this decision.

This program will be replaced with a stronger program, the new proposed Modern Languages program, which has a stronger compilation of coursework that will allow the students to become more proficient in their languages of choice. Currently, the number of faculty members available in each of the existing programs is not sufficient to sustain the existing programs. As well, faculty and staff resources from this program will be utilized in a more efficient manner with the new proposed Modern Languages program.

2. Technical information.

- 2.1 Courses offered in the program and faculty resources required for these courses. 1 Faculty position was assigned to this program. All associated courses and faculty will still exist for the new Modern Languages program.
- 2.2 Other resources (staff, technology, physical resources, etc) used for this program. None.
- 2.3 Courses to be deleted, if any. None.
- 2.4 Number of students presently enrolled. Nineteen.
- 2.5 Number of students enrolled and graduated over the last five years. Enrolled: 2004/05 - 3; 2005/06 - 4; 2006/07 - 7; 2007/08 – 17; 2008/09 – 19. Seven students have graduated from this program over the last 5 years.
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3. Impact of the termination.

Internal

- 3.1 What if any impact will this termination have on undergraduate and graduate students? How will they be advised to complete their programs? All students currently pursuing this program will be grandfathered and allowed to complete their degrees.
- 3.2 What impact will this termination have on faculty and teaching assignments? None.
- 3.3 Will this termination affect other programs, departments or colleges? None.
- 3.4 If courses are also to be deleted, will these deletions affect any other programs? No.
- 3.5 Is it likely, or appropriate, that another department or college will develop a program to replace this one? No.
- 3.6 Is it likely, or appropriate, that another department or college will develop courses to replace the ones deleted? No.
- 3.7 Describe any impact on research projects. None.
- 3.8 Will this deletion affect resource areas such as library resources, physical facilities, and information technology? No.
- 3.9 Describe the budgetary implications of this deletion. None – all resources will transfer to the new Modern Languages program.
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Due to the deletion of the 3-year B.A. in German, the 3-year B.A. in Russian, the 3-year B.A. in Spanish, the programs in Comparative Literature & Languages and in Linguistics & Languages, the Department foresees no additional resources needed to implement the new program being proposed since present faculty resources will be utilized in a more efficient manner.

External

- 3.10 Describe any external impact (e.g. university reputation, accreditation, other institutions, high schools, community organizations, professional bodies). None.
- 3.11 Is it likely or appropriate that another educational institution will offer this program if it is deleted at the University of Saskatchewan?

Other

- 3.12 Are there any other relevant impacts or considerations? No.
- 3.13 Please provide any statements or opinions received about this termination. In the College of Arts and Science's challenge process, opinions are specifically requested from various departments. After the College Challenge was closed and the proposal was approved by the Academic Programs and Standards for the Humanities, Fine Arts and Social Sciences Committee, it went to the Division of Humanities and Fine Arts. No concerns were received at this or either of these stages of the approval process and was passed unanimously at both levels. One of the reasons for the unanimous approval was that the programs were rationalized into a new structure rather than program terminations.

(Optional)

4. Additional information.

Programs which have not undergone recent formal reviews should provide additional relevant information about quality, demand, efficiency, unique features, and relevance to the province.

LANGUAGES AND LINGUISTICS

Course Deletions

FREN 261 Revolution and Dissidence in Protest Literature

FREN 262 Exiles and Emigres in Expatriation

FREN 263 Heroines, Anti Heroines and Gender Definition in Literature

FREN 264 Mephisto and Faust: Knowledge, Power, Damnation and Redemption

GERM 261 Revolution and Dissidence in Protest Literature

GERM 262 Exiles and Emigres in Expatriation

GERM 263 Heroines, Anti Heroines and Gender Definition in Literature

GERM 264 Mephisto and Faust: Knowledge, Power, Damnation and Redemption

RUSS 261 Revolution and Dissidence in Protest Literature

RUSS 262 Exiles and Emigres in Expatriation

RUSS 263 Heroines, Anti Heroines and Gender Definition in Literature

RUSS 264 Mephisto and Faust: Knowledge, Power, Damnation and Redemption

SPAN 261 Revolution and Dissidence in Protest Literature

SPAN 262 Exiles and Emigres in Expatriation

SPAN 263 Heroines, Anti Heroines and Gender Definition in Literature

SPAN 264 Mephisto and Faust: Knowledge, Power, Damnation and Redemption

Rationale: With the implementation of the new 3-year and 4-year programs in Modern Languages, the 4-year B.A. and Honours in Comparative Literature & Languages has already been approved for deletion. This is one of many tutorials which accompanied the Comparative Literature & Languages program and should now be deleted.

College Statement

From Tom Steele, Associate Dean, College of Arts & Science

The College of Arts and Science is supportive of the changes to the programming within the Department of Languages and Linguistics. This initiative is an attractive and flexible route for any students wishing to pursue a degree in languages, and provides greater flexibility for department and college resources with the deletion of some 3-year degrees and their replacement with a single modern languages program. The College supports this initiative as part of its role in supporting the Integrated Plan for stronger and more focused academic experience, providing new opportunities for students, and to strengthen recruitment and retention efforts.

The BA Modern Languages proposal was developed by a committee formed within the Department of Languages and Linguistics, and was circulated in the October 2008 College Challenge to all Arts and Science faculty for comment and feedback. The proposal was approved by the Academic Programs and Standards for the Humanities, Fine Arts and Social Sciences Committee on November 10, 2008. It was later approved by the Division of Humanities and Fine Arts on January 9, 2009.

Related Documentation

Consultation Forms

Attach the following forms, as required

Required for all submissions: Consultation with the Registrar form

Required if budget allocation needed: Budget Consultation form

April 17, 2009

Dear Members of the U of S Programs Review Committee

The following letter is an attempt to answer questions posed by the University Program Review Committee vis-à-vis our proposed Modern Languages degree in the Department of Languages and Linguistics. Parenthetically, this letter will only address sections which were considered unclear, or required elaboration, in our original proposal.

I. Rationale: The revision of our academic programs was done in the context of the second phase of integrated planning and the transformation process underway in the Humanities and Fine Arts. With respect to human resources, we tried to incorporate the divisional goal of moving towards 12 cu teaching assignments for regular faculty (instead of 15cu), in tandem with providing faculty the opportunity for enhanced research involvement. With respect to course offerings, there was a consistent goal of developing a degree which was pedagogically sound, rewarding to students and attractive for sustainable recruitment and retention. Despite the fact that this latter issue has become our University mantra over the past decade, recruitment and retention were serious problems which needed to be addressed.

The proposed modern languages program structure vis-à-vis the current model of separate language programs is one of greater flexibility. This structure has the ability to accommodate multiple language streams, without committing the department to activity in a specific language area; it also provides a structure to invest in new language areas or disinvest in others. Significantly, this type of program structure responds to the Planning Parameters for the College: it represents innovation within the core as opposed to add-ons. In other words, we are rationalizing a number of niche programs into a single structure which is stronger by virtue of its unity and flexibility.

II. Consultative Process Within the College of Arts and Science: Our ML proposal has been vetted by 5 discrete groups (Lang & Ling Curriculum Committee, Department Committee, College Course Challenge, Chairs (Humanities and Fine Arts), and the Division review by the entire faculty of Humanities and Fine Arts. At each level, questions were addressed, recommendations and suggestions incorporated, or at least scrutinized. Significantly, once these groups became cognizant of the *raison-d'être* of our proposal, and our overall plan to improve the quality of our degree, there was no opposition, nor controversy.

As a reflection of this elaborate process of consultation, I would like to describe our efforts at the Department level. A number of proposals were studied for their possible application in our Department. Members were also urged to consider the 2006 MLA report of the Ad Hoc Committee on Foreign Languages available

at <http://www.mla.org/flreport>.

III. Consultative Process of Other Colleges on Campus: Recently, Dr. Len Haines (Associate Dean for the College of Education) submitted a favourable report for our ML degree.

IV. Review of Modern Language programs elsewhere: It should be pointed out that until 1997, the nomenclature of the Modern Languages Department was used. Then the name was changed to the Department of Languages and Linguistics. The language programs at 30 Canadian universities were reviewed to determine their names and course offerings. However, only 4 universities offer a Modern Languages degree. We have attached a chart of the 30 universities, along with some comments. Attached are longer descriptions from 4 universities for your perusal. If necessary, other descriptions can be easily downloaded from their respective university websites.

V. Description of our Modern Languages Degree: The following is taken directly from Department minutes (May 22, 2008). The following motions were approved:

“That the Department of Languages and Linguistics create a B.A. in Modern Languages with options for 3 and 4 year degrees (including Honours). Options for the program should involve either one or two languages, and that all options incorporate courses in Linguistics and Comparative Literature.”

“That the following degree programs should be discontinued” as the B.A. in Modern Languages becomes effective.

- German • Russian • Spanish • Ukrainian
- Comparative Literature and Languages • Linguistics and Languages

It was also stated in the Minutes (May 22, 2008) that all current French programs were to be retained and students should be allowed to finish current programs “either for completing them as planned or for transferring into the proposed new Modern Languages program.”

I hope that this additional information can address your collective concerns.

Sincerely,
Richard Julien

Richard Julien, Ph.D.
Head, Department of Languages and Linguistics
Room 516, College of Arts and Science 9 Campus Drive
University of Saskatchewan Saskatoon, SK S7N 0X1
Phone: (306) 966-5633 Fax: (306) 966-5782
Email: richard.julien@usask.ca

From: Sandra Paradis [sandra.paradis@artsandscience.usask.ca]
Sent: Wednesday, March 25, 2009 11:47 AM
To: Fornssler, Cathie
Subject: Additional information for the Modern Languages proposal
Attachments: Response from Languages and Linguistics on questions from APC.doc;
 Letter of Support from English for the Modern Languages program.doc;
 Letter of Support from the College of Education for the Modern Languages Program.doc

Hi Cathie

Attached are additional information supporting the Modern Languages proposal. I am forwarding two packages from the Department of Languages and Linguistics for APC's consideration as well. you should receive it in a couple of days.

Thank you.

Sandi

--

Sandra Paradis, BA

Coordinator of Academic Programs and Special Projects College of Arts and Science

Response from Languages and Linguistics

On 16-Mar-09, at 3:13 PM, Sandra Paradis wrote:

Good Afternoon

The Modern Languages Program proposal will be reviewed by APC the afternoon of March 24th. They have requested some additional information which I am hopeful you will be able to supply.

1) Any consultation memos/emails that were circulated and letters of support from other departments from our College as well as from the College of Education regarding teaching impacts.

In preparing the new programs for the College Course Challenge, the Department contacted the undergraduate chair of the English Department, Susan Gingell, who had input in reviewing these programs. No correspondence as such took place except emailing (none of this was kept). The Academic Programs Committee could contact her if required.

2) Does your department anticipate any support or criticism from any provincial or local groups over these changes?

Theoretically, criticism can emanate from any group uncomfortable with change or ignorant of the rationale for change. However, we are not aware of any criticism about the implementation of the Modern Languages Program proposal. Any improvements which allow students to incorporate language courses is especially well-received by students and other stakeholder groups. For example, changes to the German program were supported by the Saskatchewan German Council and its honorary council (i.e., the representative of the Federal Republic of Germany). Furthermore, faculty are currently developing new courses in most language areas in order to offer students an even greater selection of courses. In the same vein, our moribund graduate program is now starting to rebound.

3) *Any research data comparing similar programs in province (U of R) and other prairie universities - how does this new program compare?*

We are not aware of research data which exist at the UofR or in the other prairie provinces. It should be noted, however, that a similar program exists at the University of Western Ontario.

4) *Did this change come out of a departmental program review? If so, do you have a copy of this document for APC?*

Yes. It was based on a report of the Review Team (Internal and External Reviewers) dated May 6, 2004. The Systematic Program Review, conducted four years ago, recommended the reduction of our programs to a simpler format. In essence, there was a paucity of resources to sustain 5 discrete language programs. Simply stated, the salient goal of the Modern Languages Program proposal was to allow students to get a 3 or 4-year B.A. in Modern Languages without the unrealistic financial burden of hiring many more faculty to offer full degree programs in all languages. Unless there was a huge spike in the student enrollment, in all language areas, the low class sizes were not considered sustainable. The College administration made it clear (on several occasions) that the promised tenure-track positions were intended for a more streamlined, more effective and more efficient program.

Sincerely,
Richard

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Letter of Support from Education for Modern Languages Proposal

Hello, Sandra:

I have been asked by Richard Julien, Head of the Languages and Linguistics Department, to prepare a statement outlining the impact of changes to the undergraduate program requirements in the Department of Languages and Linguistics. I have been provided with a copy of the proposed changes in the New Program/ Major Program Revisions document faxed to me. I have shared this document with key people in our College and obtained their feedback.

In essence, the proposal calls for the removal of a number of undergraduate degrees in the discrete linguistic areas and replaces them with a modern languages degree (except for French and Linguistics). At present, our admission process recognizes the discrete languages as Teaching Area 1 (24 credit unit major) or Teaching Area 2 (18 credit unit minor). These teaching area designations align with Saskatchewan Ministry of Education certification requirements of the Board of Teacher Education and Certification (BTEC).

The proposed changes will have minimal practical impact on the College of Education. We would certainly recognize the Modern Languages degree as a Teaching Area for admission purposes. Should this proposal be approved, we will need to update our program advisors, documentation, and website. Within the College of Education, the Department of Curriculum Studies will also need to review the methods course(s) being delivered to teacher candidates with Teaching Areas in the languages to ensure that the content is aligned with the program revisions. Externally, the BTEC should be notified in writing about these changes so they can align Certification requirements and documentation with the new program.

We support the proposed changes and wish the College of Arts and Science success with this program renewal.

Len Haines Ph.D.
Acting Associate Dean
College of Education

Letter of Support from English for Modern Languages Proposal

Subject: Re: Department of Languages and Linguistics - New 3-year & 4-year program proposal
From: Susan Gingell <susan.gingell@usask.ca>
Date: Tue, 23 Sep 2008 13:56:49 -0600
To: Kathy Swann <kathy.swann@usask.ca>, Doug Thorpe <doug.thorpe@usask.ca>

Hi Kathy,

You're welcome. I forgot to ask last time why Eng. 209 was not listed as an approved comparative literature option! It's the half course in Transnational Literatures that is the second half of the replacement for the old Commonwealth Literature. Both 207 and 209 courses were approved at the last Humanities, Fine Arts, and Social Sciences Programs Committee. May your submission receive speedy approval at the next meeting.

Susan

Susan Gingell
Professor of English
University of Saskatchewan

Kathy Swann wrote:

Thanks Susan,

I have made the changes that you suggested, after all you are the English prof!! The mention of Eng 207 was only for my notes because it is a new course being proposed (along with 209) and I was not to put this in our submission unless approved in the recent course challenge. (Sandra informed me that our Special Topics courses weren't approved at this last meeting because time ran out; I don't know whether this affected your Eng 207 and 209 as well.) Thank you also for pointing out Eng 281.6 as another possibility. I hadn't thought of that one, but I believe it would be suitable as well.

I appreciate your quick response, Susan. Thank you again.

Kathy

Susan Gingell wrote:

Hi Kathy,

I have reviewed the proposal and am writing to answer the query about the name of Eng. 207. The long title is "Cultural and Expressive Contexts of Decolonizing Literatures," but the short title is just "Decolonizing Literatures." Besides the English courses in critical theory you already have listed, you might want to consider "Feminist Critical Theory and Literature by Women." Although this is not exclusively a theory course, the literature taught in the class is specifically read through the lens es of various kinds of feminist theory. Would you take as friendly amendments the suggestions that in the "Rationale" section you remove the unnecessary phrase "serve to" before */provide/* and the word */enough /after /sufficient/?* Just like being either pregnant or not; resources are either sufficient or not!

I have copied this reply to my Department Head in case he might have any further suggestions.

Kind regards,

Susan

Susan Gingell
Professor of English
University of Saskatchewan

Kathy Swann wrote:

Hello Susan,

I am attaching the Department of Languages and Linguistics' New Program proposal which we intend to put forward to course challenge in October. Please feel free to review it as there might be suitable English courses (as we discussed through our previous emails) which may fulfill some of the requirements in the area of the Comparative Literature component, as Eng 389 and 390 has done for the Linguistics component in the past. Any suggestion re: courses in literary/critical theory which might be suitable in the English dept. offerings?
Any comments, suggestions are welcome.

Canadian Universities consulted re: a Modern Languages degree

Institution	Name of Department	ML degree - no	ML degree - Yes	Comments
UBC	Dept of French, Hispanic & Italian Studies	No		
Uvic	Dept of French	No		
Simon Fraser	French Department	No		
U of Alberta	Dept of Modern Lang & Cultural Studies	No		
U of Calgary	Dept of French, Italian & Spanish Dept of German, Slavic & East Asian Studies	No No		
U of Regina	Dept of French Dept of International Langs (German/Span)	No No		
U of S	Dept of Languages & Linguistics		Proposed	
U of Manitoba	Dept of French, Spanish & Italian Dept of German & Slavic Studies	No No		
U of Winnipeg	Dept of Modern Languages & Literatures	No		
U of Western Ont	Dept of Modern Languages & Literatures	No		
U of Toronto	Dept of Modern Languages	No		
U of Ottawa	Département de français Dept of Modern Languages	No No		However, the School of Political Studies offers an Honours BSocSC in International Studies & Modern Languages degree
Trent Univ	Dept of Modern Languages & Literatures	No		
Carleton Univ	Dept of French Dept of Modern Languages	No No		
Brock Univ	Dept of Modern Lang, Literatures & Cultures	No		
McMaster Univ	Dept of Modern Languages & Linguistics Dept of French	No	YES	Honours degree in Modern Languages & Linguistics

Wilfrid Laurier Univ	Dept of Languages & Literatures	No		
Laurentian Univ	Département d'études françaises Dept of Modern Languages	No	YES	4-year degree in Modern Languages & Literatures
York Univ	Dept of Languages, Literatures & Linguistics Dept of French	No No		
McGill Univ	Dépt de langues et littératures françaises Dept of German Studies, Hispanic Studies, Russian Studies	No No		
Bishops Univ	Dept of French Dept of Modern Languages	No	YES	Major in Modern Languages
U of New Brunswick St. John's	Dept of French	No		
U of New Brunswick Fredericton	Dept of French	No		
Mount Allison Univ	Dept of Modern Languages & Literatures		YES	Special Interdisciplinary program with Major in Modern Languages, Literatures & Cultures PLUS B.A. -Honours in Modern Languages, Literatures and Cultures
Dalhousie Univ	Dept of French Dept of German Dept of Russian Studies Dept of Spanish	No No No No		
Mount St. Vincent U	Dept of Modern Languages	No		
St. Francis Xavier U	Dept of Modern Languages	No		
St. Mary's Univ	Dept of Modern Languages & Classics	No		
Acadia Univ	Dept of Languages & Literatures	No		
Univ of PEI	Department of Modern Languages	No		
Memorial Univ	Dept of French & Spanish Dept of German & Russian	No No		

Foreign Languages and Higher Education: New Structures for a Changed World

MLA Ad Hoc Committee on Foreign Languages

May 2007

Profession 2007

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Foreign Languages and Higher Education: New Structures for a Changed World

Background

23 May 2007

The Modern Language Association supports a broad, intellectually driven approach to teaching language and culture in higher education. To study the best ways of implementing this approach in today's world, the MLA Executive Council established an Ad Hoc Committee on Foreign Languages, chaired by Mary Louise Pratt, who served as the association's president in 2003. The committee was charged with examining the current language crisis that has occurred as a result of 9/11 and with considering the effects of this crisis on the teaching of foreign languages in colleges and universities. It began working in 2004 and submitted its report to the Executive Council two years later. Committee members have made presentations at the MLA convention and at other public venues, including events sponsored by federal agencies, professional associations, and universities. This summary of the committee's and the Executive Council's deliberations offers background and context for the association's recommendations regarding the challenges and opportunities facing language study in higher education. While the recommendations address issues specific to the United States, they may be applicable to other contexts and countries.

In fulfilling its charge, the committee found itself immersed in a dynamic, rapidly changing environment marked by a sense of crisis around what came to be called the nation's language deficit. The United States' inability to communicate with or comprehend other parts of the world became a prominent subject for journalists, as language failures of all kinds plagued the United States' military interventions in Afghanistan and Iraq and its efforts to suppress terrorism. Initiatives in critical languages began multiplying in educational institutions all over the United States. Government language schools scrambled to redefine priorities and mount new programs. New federal funds for language study appeared, most tied to defense and security needs. MLA data show that college and university enrollments in Arabic nearly doubled between 1998 and 2002, from 5,505 to 10,584 (Welles 9, table 1a). Shortages of qualified, trained teachers of critical languages became more acute than ever before. Legislative proposals to address the deficit in language and international expertise began appearing in Congress.

Not surprisingly, "the need to understand other cultures and languages" was identified by Daniel Yankelovich as one of five imperative needs to which higher education must respond in the next ten years if it is to remain relevant. "Our whole culture," Yankelovich says, "must become less ethnocentric, less patronizing, less ignorant of others, less Manichaeian in judging other cultures, and more at home with the

rest of the world. Higher education can do a lot to meet that important challenge.” In May 2005 Senator Daniel Akaka made a similar point: “Americans need to be open to the world; we need to be able to see the world through the eyes of others if we are going to understand how to resolve the complex problems we face.” In the current geopolitical moment, these statements are no longer clichés. The MLA is prepared to lead the way in the reorganization of language and cultural education around these objectives.

In the context of globalization and in the post-9/11 environment, then, the usefulness of studying languages other than English is no longer contested. The goals and means of language study, however, continue to be hotly debated. Divergent views concerning language and its many functions are reflected in differing approaches to the study of language. At one end, language is considered to be principally instrumental, a skill to use for communicating thought and information. At the opposite end, language is understood as an essential element of a human being’s thought processes, perceptions, and self-expressions; and as such it is considered to be at the core of translanguing and transcultural competence. While we use language to communicate our needs to others, language simultaneously reveals us to others and to ourselves. Language is a complex multifunctional phenomenon that links an individual to other individuals, to communities, and to national cultures.

Institutional missions and teaching approaches typically reflect either the instrumentalist or the constitutive view of language. Freestanding language schools and some campus language-resource centers often embrace an instrumentalist focus to support the needs of the students they serve, whereas university and college foreign language departments tend to emphasize the constitutive aspect of language and its relation to cultural and literary traditions, cognitive structures, and historical knowledge. Culture is represented not only in events, texts, buildings, artworks, cuisines, and many other artifacts but also in language itself. Expressions such as “the pursuit of happiness,” “liberté, égalité, fraternité,” and “la Raza” connote cultural dimensions that extend well beyond their immediate translation. As recent world events have demonstrated, deep cultural knowledge and linguistic competence are equally necessary if one wishes to understand people and their communities.

Transforming Academic Programs

National defense and security agendas, which often arise during times of crisis, tend to focus the goals of language study narrowly. The standard configuration of university foreign language curricula, in which a two- or three-year language sequence feeds into a set of core courses primarily focused on canonical literature, also represents a narrow model. This configuration defines both the curriculum and the governance structure of language departments and creates a division between the language curriculum and the literature curriculum and between tenure-track literature professors and language instructors in non-tenure-track positions. At doctorate-granting institutions, cooperation or even exchange between the two groups is usually minimal or nonexistent. Foreign language instructors often work entirely outside

departmental power structures and have little or no say in the educational mission of their department, even in areas where they have particular expertise. Although we focus here on conditions that prevail in foreign language and literature programs, we also note that the two-tiered system exists elsewhere in the humanities—in English programs, for example, where composition and literary studies are frequently dissociated in parallel structural ways.

It would be difficult to exaggerate the frustration this rigid and hierarchical model evokes among language specialists who work under its conditions. Their antagonism is not toward the study of literature—far from it—but toward the organization of literary study in a way that monopolizes the upper-division curriculum, devalues the early years of language learning, and impedes the development of a unified language-and-content curriculum across the four-year college or university sequence. This two-track model endows one set of language professionals not only with autonomy in designing their curricula but also with the power to set the goals that the other set of professionals must pursue. In this model, humanists do research while language specialists provide technical support and basic training. The more autonomous group—the literature faculty—may find it difficult to see the advantages of sharing some of its decision-making power over the curriculum as a whole. We hope to convince this group that it is in our common interest to devise new models.

The two-tiered configuration has outlived its usefulness and needs to evolve. The critical moment in which language departments find themselves is therefore also an opportunity. Many factors in the world today make advanced study of languages and cultures appealing to students and vital to society. Replacing the two-tiered language-literature structure with a broader and more coherent curriculum in which language, culture, and literature are taught as a continuous whole, supported by alliances with other departments and expressed through interdisciplinary courses, will reinvigorate language departments as valuable academic units central to the humanities and to the missions of institutions of higher learning. In our view, foreign language departments, if they are to be meaningful players in higher education—or, indeed, if they are to thrive as autonomous units—must transform their programs and structure. This idea builds directly on a transformation that has already taken place in the profession. In their individual scholarly pursuits and in their pedagogical practices, foreign language faculty members have been working in creative ways to cross disciplinary boundaries, incorporate the study of all kinds of material in addition to the strictly literary, and promote wide cultural understanding through research and teaching. It is time for all language programs in all institutions to reflect this transformation.

The Goal: Translingual and Transcultural Competence

The language major should be structured to produce a specific outcome: educated speakers who have deep translingual and transcultural competence. Advanced language training often seeks to replicate the competence of an educated native speaker, a goal that postadolescent learners rarely reach. The idea of translingual and transcultural competence, in contrast, places value on the ability to operate between

languages. Students are educated to function as informed and capable interlocutors with educated native speakers in the target language. They are also trained to reflect on the world and themselves through the lens of another language and culture. They learn to comprehend speakers of the target language as members of foreign societies and to grasp themselves as Americans—that is, as members of a society that is foreign to others. They also learn to relate to fellow members of their own society who speak languages other than English.

This kind of foreign language education systematically teaches differences in meaning, mentality, and worldview as expressed in American English and in the target language. Literature, film, and other media are used to challenge students' imaginations and to help them consider alternative ways of seeing, feeling, and understanding things. In the course of acquiring functional language abilities, students are taught critical language awareness, interpretation and translation, historical and political consciousness, social sensibility, and aesthetic perception. They acquire a basic knowledge of the history, geography, culture, and literature of the society or societies whose language they are learning; the ability to understand and interpret its radio, television, and print media; and the capacity to do research in the language using parameters specific to the target culture.

An Integrative Approach with Multiple Paths to the Major

The kind of curricular reform we suggest will situate language study in cultural, historical, geographic, and cross-cultural frames within the context of humanistic learning. We expect that more students will continue language study if courses incorporate cultural inquiry at all levels and if advanced courses address more subject areas. This means faculty members will have the opportunity to bring into the classroom the full breadth of their knowledge of the society about which they teach, including that society's languages and language variants, literatures, and cultures. Many colleges and universities have made a successful transition toward this broad understanding of language study, and we urge others to follow.

One possible model defines transcultural understanding as the ability to comprehend and analyze the cultural narratives that appear in every kind of expressive form—from essays, fiction, poetry, drama, journalism, humor, advertising, political rhetoric, and legal documents to performance, visual forms, and music. According to this model, which we present only as an example, to read a cultural narrative a student should:

- ◆ Achieve enough proficiency in the language to converse with educated native speakers on a level that allows both linguistic exchanges and metalinguistic exchanges (that is, discussion about the language itself).
- ◆ Have a solid command as well as an analytic knowledge of specific metaphors and key terms that inform culture.
- ◆ Understand how a particular background reality is reestablished on a daily basis through cultural subsystems such as:

- the mass media
- literary and artistic works as projection and investigation of a nation's self-understanding
- the social and historical narratives in literary texts, artistic works, the legal system, the political system, the educational system, the economic system, and the social welfare system
- local instances of major scientific and scholarly paradigms
- sports or other leisure activities, the cultural metaphors these have created, and their relation to the national imagination
- stereotypes, of both self and others, as they are developed and negotiated through texts
- symbols or sites of memory in the broadest sense, including buildings, historical figures, popular heroes, monuments, currency, culture-specific products, literary and artistic canons, landscapes, fashion, and cuisine
- major competing traditions such as views of the nation that are secularist or fundamentalist or religious
- local historiography

Language departments will need to undertake a similar mapping of content to produce unified, four-year curricula that situate language study in cultural, historical, geographic, and cross-cultural frames; that systematically incorporate transcultural content and translanguing reflection at every level; and that organize the major around explicit, principled educational goals and expected outcomes. A curriculum should consist of a series of complementary or linked courses that holistically incorporate content and cross-cultural reflection at every level.

Only 6.1% of college graduates whose first major is foreign languages go on to attain a doctoral degree (Nat. Science Foundation); for those students and for others who enjoy literary studies, one path to the major should be through literature. But to attract students from other fields and students with interests beyond literary studies, particularly students returning from a semester or a year abroad, departments should institute courses that address a broad range of curricular needs. Most students studying abroad do not major in departments of languages and literatures, but they can be drawn to courses where they continue to develop their language skills and enrich their cultural knowledge. Interdisciplinary collaborative courses could fulfill both the needs of the students and the goals of the institution's program. Interdisciplinary courses are typically taught in English, but a credit-bearing discussion module taught in the target language can be added with the support of programs such as foreign languages across the curriculum. More important, faculty members participating in team-taught courses could be encouraged to lead these discussion sessions as part of their teaching load. This approach should appeal to administrators who wish to promote interdisciplinary courses, particularly those taught by several faculty members. Focused, for instance, on a period, an issue, or a literary genre, these courses would present an in-depth study of cross-cultural influences. Examples include courses on the Crusades in the Middle Ages; the Silk Road; literature and opera; the sonnet across four national literatures; turn-of-the-century Vienna, Paris, and

London; literature and science; and interconnections between Germany and the United States. In addition to attracting majors from other disciplines, such interdisciplinary team-taught courses would encourage learning communities, forge alliances among departments, and counter the isolation and marginalization that language and literature departments often experience on American campuses. To those who may think it unrealistic to expect collaboration involving language and literature teaching, we would point out that strategies in place at many institutions, like team teaching and linked courses, prove that such collaboration works.

Collaboration and Governance: Transforming the Two-Tiered System

The new courses and programs we recommend should not be developed exclusively by tenure-track scholars trained primarily in literature. The work of revamping and unifying the language department curriculum can only be carried out through a sustained collaboration among all members of the teaching corps, including tenure-line faculty members and those with contingent and long-term appointments in all related fields, such as linguistics, literature, and language pedagogy. Faculty members trained in fields such as media, area studies, performance studies, film, religion, and art history are increasingly part of foreign language department hiring patterns. This trend, along with joint appointments between language departments and related departments and programs, supports the kind of change proposed here.

The presence of linguists and second language acquisition specialists on language department faculties is also an essential part of this vision. Linguists enrich the foreign language major through their ability to offer courses in second language acquisition, applied linguistics, dialectology, sociolinguistics, history of the language, and discourse analysis. In addition to learning the history and underlying structure of a particular language, students should be offered the opportunity to take general courses in such areas as language and cognition, language and power, bilingualism, language and identity, language and gender, language and myth, language and artificial intelligence, and language and the imagination. These courses appeal broadly to students who major in languages as well as to those who do not.

Research indicates that in doctoral-granting departments, the teaching of first-year language courses breaks down as follows: full-time tenured or tenure-track faculty members teach 7.4% of first-year courses, full-time non-tenure-track faculty members teach 19.6%, part-time instructors teach 15.7%, and graduate student teaching assistants teach 57.4%. (Other undergraduate courses are taught by a much higher percentage of tenure-line faculty members in doctorate-granting departments [40.3 %].) In BA-granting departments, the breakdown is as follows: full-time tenured or tenure-track faculty members teach 41.8% of first-year courses, full-time non-tenure-track faculty members teach 21.1%, part-time instructors teach 34.7%, and graduate student teaching assistants teach 2.4% (Laurence 216, table 3b). It is clear that a redesigned curriculum is a key step in creating an integrated departmental administrative structure in which all members contribute to defining and carrying out a shared educational mission. While language faculty

members are expected to use methodologies that develop students' competencies in reading, writing, and oral expression as preparation for upper-level courses, it is crucial that tenure-line faculty members have a hand in teaching language courses and in shaping and overseeing the content and teaching approaches used throughout the curriculum, from the first year forward. This vision requires departments, in both tenure-track and non-tenure-track searches, to look for instructors who are able to develop and teach broad-based courses aimed at producing the translingual and transcultural competencies described above.

This transformation of curriculum and departmental governance is by far the most important recommendation made by the Ad Hoc Committee on Foreign Languages. In many colleges and universities, language departments have been experimenting with change for some time, and their experience can benefit us all. Unless this kind and degree of change happens over the next ten years, college and university departments of foreign languages will not be in a position to provide leadership in advanced language education. Lack of change will most likely carry serious consequences for both higher education and language learning. Language learning might migrate to training facilities, where instrumental learning will eclipse the deep intellectual and cultural learning that takes place on college campuses.

The changes we foresee in the undergraduate curriculum call for changes in the way graduate studies are structured as well. To meet the needs of undergraduate language programs (which is where the majority of PhD candidates will find employment), graduate studies should provide substantive training in language teaching and in the use of new technologies in addition to cultivating extensive disciplinary knowledge and strong analytic and writing skills. The goals we endorse may be difficult to achieve in some quarters, but they promise to reinvigorate our discipline and our institutions and to reassert the relevance and centrality of language faculty members in shaping the academy.

Strengthening the Demand for Language Competence within the University

The lack of foreign language competence is as much a fact within academic disciplines as in the society at large. According to a recent MLA survey, only half of the 118 existing PhD programs in English require reading knowledge of two additional languages (Steward 211, table 1). At the graduate level, language requirements are notoriously underenforced across the humanities and the social sciences. Citation indexes reveal a steady decrease in the use of non-English sources in research across the humanities and social sciences, a deficiency that impoverishes intellectual debate. Four-year language majors often graduate with disappointingly low levels of linguistic ability. Opportunities to study abroad and to do course work in the target language are eroding in favor of short-term study in which courses are in English. In addition, the need to work prevents many students from studying abroad at all.

We recommend that institutions take the following steps:

- ◆ Encourage departments to set clear standards of achievement for undergraduate majors in speaking, reading, writing, and comprehension and to develop the programming necessary to meet

these standards.

- ◆ Establish language requirements (or levels of competence) for undergraduate students majoring in fields such as international studies, history, anthropology, music, art history, philosophy, psychology, sociology, and linguistics, as well as for students preparing for careers in law, medicine, and engineering.
- ◆ Encourage departments to enforce language requirements in doctoral programs and to provide courses that enable students both to acquire genuinely usable linguistic skills and to apply those skills in research.
- ◆ Work with colleagues in the social sciences and in policy-oriented departments to strengthen language requirements in the design of their majors and graduate programs and encourage these colleagues to recognize the limits monolingualism imposes on research.
- ◆ Enhance and reward graduate student training in languages and in language teaching. Teach graduate students to use technology in language instruction and learning. Ensure that doctoral programs include funding for research abroad and language work.
- ◆ Encourage foundations to insist on language expertise when projects require it and to fund language acquisition when it is needed for research purposes; that is, make it possible to build language learning into a grant application.
- ◆ Promote faculty learning of new languages and increased competence in languages already in use. Encourage administrations to fund tutors or subsidize summers abroad for faculty members whose research projects call for language expertise. Encourage the National Endowment for the Humanities and other granting organizations to make fellowships available for this purpose.

Continuing Priorities

The time is right for this transforming approach to language and culture study in higher education. Classroom study and study abroad should be promoted as interdependent necessities: the classroom is an ideal place for structured learning that first sets the stage and later reinforces and builds on learning absorbed in study abroad. Yet the language deficiency that is prevalent in the United States cannot be solved at the college level alone. While learning another language is possible at any age, learning languages other than English must be included in the earliest years of the K–12 system if the United States is to have a citizenry capable of communicating with educated native speakers in their language. To these ends, we continue to advocate the following priorities for language departments and programs:

- ◆ Promote alliances between K–12 educators and college and university faculty members to strengthen language learning at all levels and to foster collaboration.
- ◆ Develop programs for gifted learners, especially in the precollegiate years. Push for enriched, intensified programs for those learners on college campuses.
- ◆ Broaden the range of languages taught. In particular, add locally spoken languages to the

- curriculum. Seek out heritage learners and design a curriculum that meets their needs. Encourage heritage speakers to learn additional languages.
- ◆ Adopt and promote best practices for heritage-language teaching such as those developed by the Center for Applied Linguistics.
 - ◆ Develop programs in translation and interpretation. There is a great unmet demand for educated translators and interpreters, and translation is an ideal context for developing translingual and transcultural abilities as an organizing principle of the language curriculum.
 - ◆ Develop intensive courses and, whenever possible, language-intensive or immersion semesters during which students take multiple courses in the major simultaneously.
 - ◆ Insist on study abroad whenever possible and require courses in the target language. Push administrators to develop financial aid support for study abroad. Provide appropriate courses for students returning from abroad.
 - ◆ Increase the number of guest speakers on campus who lecture in languages other than English.
 - ◆ Make sure campus media centers feature television programs and newspapers in languages other than English. Feature (subtitled) foreign language films for broad campus audiences.
 - ◆ Through a language center or other structure, develop a forum for the exchange of ideas and expertise among language instructors from all departments. Such structures prove invaluable in boosting the morale of teachers and improving the quality of professional and intellectual life.

Going Forward

Following its long tradition of support for foreign language teaching, the MLA is committed to ensuring that the recommendations in this report are widely disseminated and have every opportunity to succeed in practice. The association is in a unique position to provide research and analysis for the field, to bring together department chairs to discuss ideas for curricular transformation, to create a bank of resources for the profession, and to make profound connections among language-teaching professionals at all levels as well as among local, state, and federal entities that have a role in shaping how language programs are structured and funded. The MLA Executive Council will formulate plans to assist those who are willing to put our recommendations into practice in devising new structures for foreign language departments. As we go forward, the MLA will continue to work with other scholarly and professional associations to articulate common interests and to strengthen our collective mission of paving the way toward a multilingual future for students in the higher education system in the United States.

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Background Information on Languages in the MLA

The MLA constitution defines the association's purpose as follows: "to promote study, criticism, and research in the more and less commonly taught modern languages and their literatures and to further the common interests of teachers of these subjects." The MLA's activities for the most part have focused on the major and minor European languages and their literatures, although recent initiatives have increased engagement with the languages of Asia and the Middle East. Approximately two-thirds of MLA members work in English-language-based studies; this proportion has remained steady for some years. With regard to institutional membership in the Association of Departments of English (ADE) and the Association of Departments of Foreign Languages (ADFL), language departments slightly outnumber English departments. In 2006 the ADFL had 892 member departments, while the ADE had 747 such members. Departments of foreign languages, especially those that house a single language, tend to have fewer faculty members than departments of English. Of the 85 MLA divisions in 2006, 20 are identified specifically with English and 28 with languages other than English; 37 are unmarked as to language. Of the 48 discussion groups, 8 are specific to English and 22 are specific to languages other than English; 18 are unmarked as to language. Twelve languages and 8 language groups are represented in the discussion groups. Among the 107 allied organizations of the MLA, 50 are specific to English, 30 are identified with languages other than English, and 27 are not marked as to language. In the employment arena, about half the positions advertised in the *MLA Job Information List* are in language departments, and about half of these are in Spanish.

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