

# Queens College CUNY

## Proposal for a General Education

### COLLEGE OPTION LANGUAGE COURSE

Please use one form per course proposal.

#### Instructions:

1. Please save this document with the following file name:  
<discipline>\_<number>\_Proposal.doc for example: Spanish\_111\_Proposal.doc
2. Please provide a sample syllabus (using the provided template) with the following file name:  
<discipline>\_<number>\_Syllabus.doc for example: Spanish\_111\_Syllabus.doc
3. Send the proposal and the syllabus as an email attachment to the Academic Senate Administrative Coordinator, Brenda Salas ([brenda.salas@qc.cuny.edu](mailto:brenda.salas@qc.cuny.edu)) and she will forward it to the UCC.

<b>Name and Email of Primary Contact</b>	Larissa Swedell <a href="mailto:LSwedell@qc.cuny.edu">LSwedell@qc.cuny.edu</a>				
<b>Course Prefix and Number (e.g., ANTH 101, if number not assigned, enter XXX)</b>	ANTH 104				
<b>Course Title</b>	Language, Culture, and Society				
<b>Department(s)</b>	Anthropology				
<b>Discipline</b>	Anthropology, Linguistics	<b>Credits:</b>	3	<b>Contact Hours</b>	3
<b>Pre-requisites (if none, enter N/A)</b>	N/A				
<b>Co-requisites (if none, enter N/A)</b>	N/A				
<b>Catalogue Description</b>	ANTH 104/LCD 104. Language, Culture, and Society. 3 hr.; 3 cr. The role of language as a significant aspect of culture as well as linguistic and cultural diversity around the world are considered in this survey of anthropological linguistics. (CV, WC) Fall, Spring				
<b>For What majors, if any, does this course satisfy a requirement?</b>	Anthropology, LCD				
<b>Note any interdisciplinary programs (e.g., <i>Africana Studies</i>, <i>Women &amp; Gender Studies</i>, etc.) for which this course may satisfy a requirement.</b>					

<p><b>If this course is regularly co-listed, please indicate the course(s) here, and whether the other course(s) meet general education requirements.</b></p>	<p>ANTH 104 is regularly cross-listed with LCD 104, but it is an Anthropology course.</p>
<p><b>Sample Syllabus</b></p>	<p>sample syllabus attached</p>
<p style="text-align: center;"><b>Indicate the status of this course being nominated:</b></p> <p style="text-align: center;"> <input checked="" type="checkbox"/> current course           <input type="checkbox"/> revision of current course           <input type="checkbox"/> a new course being proposed       </p> <p style="text-align: center;"><b>Check below if applicable:</b></p> <p style="text-align: center;"> <input type="checkbox"/> This is a Capstone Course           <input type="checkbox"/> This is a Synthesis course           <input type="checkbox"/> This is already a "W" course           <input type="checkbox"/> Seeking "W" designation       </p>	

## LEARNING OUTCOMES

In the *left column* explain the COURSE ASSIGNMENTS AND ACTIVITIES that will address the learning outcomes in the right column.

### A. All Queens College Language courses

Queens College Option Language courses must meet all the learning outcomes in the right column. A student will:

**Knowledge production depends on questions which lead to the selection of topics and investigations of particular aspects from particular perspectives. For each topic within the course, students will learn how the disciplinary knowledge has been constructed by scholars who asked important questions, and read one or more empirical research papers that we discuss in class meetings. Some of the topics are explicitly about research methodologies and ethics. The several homework assignments explicitly ask the students to write reports on the research questions and the data source, collection, and analysis methods of the particular empirical studies they read.**

Address how, in the discipline (or disciplines) of the course, data and evidence are construed and knowledge is acquired; that is, how questions are asked and answered.

**The course topic (Language, Culture, and Society) is approached through an interdisciplinary linguistic anthropological perspective that bridges between the humanities and social sciences. Students will read, discuss, and write about diverse issues of the larger society that are related to language, e.g., language and education, language, racialization, and inequality.**

Position the discipline(s) in the liberal arts curriculum and the larger society

**Each topic is organized around important concepts and research methods in the intersections of the disciplines of anthropology and linguistics. Students will be asked to read essays and studies, do homework assignments that ask them to explore and use and discuss these concepts and methods, and participate in the class meetings which include lectures, discussions, and activities featuring them.**

Understand and use the concepts and methods of a discipline or interdisciplinary field

**Students are asked to gather, interpret and**

Gather, interpret and assess information from various

<b>analyze information from multiple genres of writing and speaking as well as from personal experiences and observations in order to digest course materials to participate in discussions in class meetings and to complete homework assignments. They for example are asked to evaluate and analyze expressions of linguistic and racial ideologies in prejudice and discriminatory acts and thoughts.</b>	sources, and evaluate arguments critically
<b>Students will learn to express their opinions, present evidence, construct arguments, and propose solutions. For example, students will debate the English only policies/laws and types of bilingual education programs.</b>	Solve problems, support conclusions, or defend insights.
<b>B. QC College Option Language Courses</b>  Queens College Option LANG courses <u>must meet two of the learning outcomes</u> in the right column. A student will:	
<b>Students will learn about different types of language structures through discussions of grammatical and semantic differences in learning concepts of linguistic relativity, linguistic universals and diversity, linguistic typology, genetics, and cultural diffusion. For example, they will learn about evidential markers and spatial orientations and how they are differently encoded in different languages, and furthermore their implication in cognition and memory, habitual and metaphorical thinking, and preferred ways of narrative construction.</b>	Differentiate types of language and appreciate their structures.
<b>Students will learn in this course that linguistic diversity is not only about grammatical structural differences but also about different experiences and histories of the ethnolinguistic communities. Translating among linguistic varieties (not only languages but also dialects) and also practicing bi- and multilingualism make explicit such differences and learn to appreciate them and their the psychological, political, and sociolinguistic contexts.</b>	Appreciate what is lost or gained in translations among languages.
<b>The relationship between language, thought, and culture is one of the most important linguistic anthropological topics that students</b>	Relate language, thought, and culture.

<p><b>will learn about and analyze in this course. They will read for example linguistic relativity, metaphor and cognition, and language acquisition and socialization.</b></p>	
<p><b>Students will learn to identify and appreciate the properties of natural human languages, their modes, and their similarities and differences with animal communications. They will also learn that the logicalness of particular examples of language use is a separate issue from linguistic varieties, and grammaticality and communicative effectiveness are separate issues.</b></p>	<p>Compare natural languages, formal languages, and logic.</p>
<p><b>Students will learn about the necessary biological and cultural foundations of language learning as well as language development. For example, students will learn how Nicaraguan Sign Language emerged and developed and how its study allow us to understand what it means to acquire and learn language.</b></p>	<p>Understand the processes involved in learning languages.</p>

