

University of Puget Sound
Faculty Meeting Minutes
March 12, 1997

President Pierce called the meeting to order at 4:07 p.m. in room 103 of McIntyre Hall. Fifty-one voting members of the faculty were present by 4:41 p.m.

Minutes of the February 10, 1997 faculty meeting were approved as distributed.

Dean Cooney announced that, in the hiring for tenure track positions open for next year, so far nine offers have been made and nine accepted.

We then resumed, as a committee of the whole, discussion of the core. Discussion focused on several scenarios for requiring foreign language study. Faculty from the foreign language department distributed a handout summarizing the scenarios. Late in the meeting Bob Matthews requested that the handout, along with written copies of the remarks made by foreign language faculty during their introduction of the scenarios, be attached to these minutes. Attached are the handout, David Tinsley's remarks, and Harry Vélez Quiñones' remarks. Also attached are informal notes on the discussion, provided for our temporary use during deliberations. The informal notes are not part of the official record of faculty business.

We adjourned at 5:13 p.m. with no report from the committee of the whole.

Respectfully submitted,

John M. Finney
Secretary of the Faculty

University of Puget Sound
Informal Notes of Faculty Discussion in a Committee of the Whole
March 12, 1997

David Tinsley described three assumptions underlying the department's presentation today:

- [1] proficiency in at least one foreign language is an essential part of a liberal education.
- [2] study of language in the context of culture is not a skill; rather, it is essential to a liberal education.
- [3] we want to produce alumni and alumnae who are good citizens of the world, and the study of foreign language is essential to that goal

Michel Rocchi distributed a handout entitled *Foreign Languages and the Liberal Arts*, containing three scenarios and several options for each scenario. He said the premise underlying the document is that foreign language has a central role to play in a liberal education. A copy of the handout is attached to the official minutes of today's meeting.

Kent Hooper explained that the foreign language department prefers Option A of Scenario 1, requiring that each student achieve foreign language "proficiency at or beyond the 202 level (a four-semester requirement)." Proficiency would be assessed initially at the time of matriculation, and students could test out of the requirement. Hooper also discussed briefly Options B and C of Scenario 1.

Harry Vélez Quiñones introduced Scenario 2, which addressed possibilities for foreign language in the current core. Rocchi introduced Scenario 3, which proposes a new core rubric, "Language and World Cultures."

David Droge asked about the role of non-modern languages, and Tinsley responded that Latin and Greek could certainly be included, with more emphasis on history and rhetoric and less emphasis on modern culture and oral proficiency. Barry Goldstein asked how prepared the foreign language department is to handle the "large captive audience" they would have if foreign language were required. Tinsley responded that, in an ideal world, foreign language proficiency would be an admission requirement. Requiring foreign language in college is, he said, a compromise, one that the department is willing to accept.

Denise Despres asked whether our students really are capable of performing at the college level as expected under Scenarios 2 and 3. Vélez responded that the writing courses described in Scenario 2 would probably not be successful at the freshman level, except among a small number of language-proficient freshmen. Rocchi said that more and more students are entering as freshmen able to handle Scenario 3-level work.

Bob Matthews expressed support for two years of a foreign language being required, and asked how far down the language proficiency road we would get if only one year were

required. Tinsley, while pointing out that foreign language study does not begin to count toward the major until the second year, said that a one year requirement might be more realistic than two years, although two years are certainly preferable. Matthews pointed out that another reason for requiring foreign language is that study of a second language “instructs in the structure of one’s own language.”

Jim Evans said that we should make a place for foreign language in the core, and asked whether there is something between a one-year and a two-year requirement possible; and whether there are incentives to get a lot of students involved in foreign language without requiring a high level of proficiency of everyone. Tinsley agreed these were good ideas that merit study. Rocchi suggested that we need to know more about the form of the new core in order to build incentives and linkages with other core areas. Terry Cooney suggested that courses taught in a foreign language could be proposed for other areas of the core as a way of building linkages in the core quite apart from the issue of requiring foreign language *per se*. He added that he is nervous about introducing a “theory of proficiency” to the core, which heretofore has been based consistently on the notion of exposure rather than proficiency. He suggested that the faculty need to think carefully about requiring the most from those students who may be the least prepared, noting the inverse relationship between SAT scores and foreign language preparation among incoming freshmen.

Larry Stern asked how George Mills would likely assess the impact of a foreign language requirement on the recruitment effort. President Pierce said she would ask him, and that she suspected he might point out that most of our competitor institutions already have foreign language requirements, and that a general truth is that the higher our admission standards, the more desirable we are to students.

Bob Matthews asked that the foreign language handout and the written text of remarks by foreign language faculty be attached to the minutes of today’s meeting.

As we adjourned at 5:13 p.m., President Pierce pointed out that we would need to schedule at least one more faculty meeting this spring.

(Notes by John Finney, Faculty Secretary)

FOREIGN LANGUAGES AND THE LIBERAL ARTS

SCENARIO 1: FOREIGN LANGUAGE REQUIREMENT

Option A: FL proficiency at or beyond the 202 level (a four-semester requirement)

Option B: One semester / a year of foreign language study beyond the level of entering proficiency

Option C: An admissions requirement of proficiency at the 102 level and/or an intensive language course worth 1.5 or 2 units to be taken during the freshman year.

SCENARIO 2: FOREIGN LANGUAGES AS PART OF THE CURRENT CORE

Option A: Revising the advanced writing courses to meet the new writing/rhetoric core rubric

Option B: Including 201-202 or 250 as part of the International Studies Core

SCENARIO 3: LANGUAGE AND WORLD CULTURES CORE (FLWC)

Courses in the Language and World Cultures Core (FLWC) seek to make it possible for students to explore, learn, and relate to diverse forms of cultural diversity in one or more of the following contexts: language and civilization, social groups, national or transnational ethnicity, or gender and sexuality.

To satisfy the FLWC core, a student may choose courses from the following two-track menu:

a) Foreign Language and Civilization:

1) One year (2 consecutive units) of any foreign language course at any level (101/102, 102/201, 201/202, 202/230, etc.)

2) One semester intensive course (1.5 units) of any foreign language at the elementary or intermediate level.

b) World Cultures: Any qualified one semester course (1 unit) in the following areas:

- 1) Ethnic Diversity
- 2) Social Diversity and Gender
- 3) National or Transnational Diversity

ALL OF THE ABOVE OPTIONS ASSUME THAT:

> STUDENT PROFICIENCY WOULD BE DETERMINED AS PART OF THE ADMISSIONS AND/OR ORIENTATION PROCESS

>STUDENTS COULD TEST OUT OF THE REQUIREMENT UNDER CAREFULLY DETERMINED PROCEDURES

Opening Remarks to the Faculty
David Tinsley

Fear not! This isn't what you think.

We didn't jawbone our way onto the agenda to persuade you that the Foreign Languages and Literature should be the only department at this university. Civilization will not end if we do not teach 8 sections of Serbo-Croatian next fall. The earth will keep turning, even if we do not gather each morning at dawn around the Color Post to practice our subjunctives.

The issue for us is not about departments. It is not about turf. It is about the faculty deciding what all students must take during their time here. So we come to you today, at the request of colleagues across the university, to test a few simple assumptions concerning foreign languages.

First, we believe that proficiency in at least one foreign language is an essential part of a liberal education. President Pierce has made this claim in at least two articles in national publications. Many colleagues would subscribe to this assumption, some would not. But if you do not believe this in your heart of hearts, then we should stop wasting your time.

Second, we believe that the study of language within the context of culture is not just a skill, it is essential to the liberal arts mission. Language and culture are inseparable. As taught at Puget Sound, foreign language is more than the manipulation of grammatical structures. When my students practice genders, they also learn the names of the European countries and the members of the European Community and discuss how German geography has helped to shape German history. When they study past tenses it is so that they can learn about and from the nightmare of National Socialism. As they practice the passive voice, they explore the fate of foreigners in the Federal Republic, as workers, as refugees, and as asylum seekers. This link between proficiency and cultural literacy defines our calling.

The third assumption concerns the kind of alumni and alumnae we wish to send out into the world. For this we have to look beyond major or discipline. You probably don't believe this, but I don't give a flying frankfurter how many foreign language majors there are. We are interested in helping to nurture citizens of the world--Sorry for the cliché!--regardless of major, who have competence in another language and real experience of other cultures. We want biologists who can conduct research with colleagues in Paris, physicians who can communicate with their Latino patients, we want political scientists and historians who can read source documents in the language of the country they are studying, we want business people who can close a deal as well in Japanese as they can in English.

Is this a pipe-dream? Not if the faculty makes it so. In fact, many UPS alumni and alumnae are already living this dream. Matthew Ferchen pursuing a degree in International Studies at Johns Hopkins U, Carrie Gargas, hard at work in the Outreach Program & Clinic Centro Latino of Tacoma, Jeanette Nobles currently working for the International firm, the Fritz Co, Cynthia Nims Editor of the Seattle-based magazine: Simply Seafood, Geoff Bateman, Fulbright Teacher in Austria, Claudia Harner, Doctoral program in environmental law at the University of Michigan, Charlotte Swanson, about to undertake a two-year internship with a chemical company in Germany. No doubt you can think of many others. These alumni have in common a broad liberal arts education, distinguished work in the major, and foreign language proficiency.

Are the Asian languages too difficult for us to ask such a standard of our students? Well don't tell that to Sean Freston, who is the on-site manager for Tim's Cascade Potato Chips in Sizuan, China, or Heather Sonntag, doing graduate work at the Zhejiang Art Institute in Hangzhou, or Mick Corliss, who just finished his year as our Miki scholar in Japan.

Well and good, you say, but can this be achieved for all students?

We offer you now a menu of methods through which it might be accomplished. Just point and click.

Document provided by Harry Vélez Quiñones

LANGUAGE AND WORLD CULTURES CORE (FLWC)

Courses in the Language and World Cultures Core (FLWC) seek to make it possible for students to explore, learn, and relate to diverse forms of cultural diversity in one or more of the following contexts: language and civilization, social groups, national or transnational ethnicity, or gender and sexuality. These courses aim to move beyond the presentation of issues pertaining diversity to a deeper personal understanding of them. By their very character these courses are comparative in nature. It is expected that all qualified courses in this rubric will make clear the specific areas of comparison that will be highlighted and the relevance of such an effort to the attainment of a deeper sense of cultural diversity.

To satisfy the FLWC core may choose to take courses from the following 2 track menu:

a) Foreign Language and Civilization:

- 1) One year (2 consecutive units) of any foreign language course at any level (101/102, 102/201, 201/202, 202/230, etc.)
- 2) One semester intensive course (1.5 units) of any foreign language at the elementary or intermediate level.

b) World Cultures: Any qualified one semester course (1 unit) in the following areas:

- 1) **Ethnic Diversity** (i.e. Afro-American Studies, Latin American Studies, Asian Studies, Comparative Sociology, etc.)
- 2) **Social Diversity** and Gender (i.e. Women Studies, Gay Studies, Social Psychology, etc.)
- 3) **National or Transnational Diversity** (i.e. Politics & Government, History, etc.)

In general, FLWC courses may be taken in any year of a student's time at UPS, although some courses may suggest specific target years.

FOREIGN LANGUAGE OPTIONS WITHIN EXISTING CORE RUBRICS

First Proposal:

As presented in the last Faculty Meeting, and I quote: “Seminars in Writing and Rhetoric will be offered with different emphases, the different series fully described and differentiated in the pre-registration material so that students can choose the kind of seminar that will best extend their range and skills”. The FL&L Dept. proposes then to include a Foreign Language emphasis option in the following manner: Advanced Writing Course in French, German, and Spanish (Fr. 270, Ger. 231, Span. 230) will be listed as Seminars in Writing and Rhetoric.

RATIONALE:

- 1) Students enrolled in these courses have proficiency level in the target language that enables them to engage in “argumentation and in the processes of expository writing for academic projects” in a foreign language.
- 2) These courses are writing intensive, reading intensive, and orally interactive.
- 3) Argumentation in the form of oral presentations and debates already is present in these courses and can be further emphasized.

Second Proposal - Part A:

To include the post-intermediate course on Culture and Civilization in French, German, and Spanish (Fr. 250, Ger. 250, Span. 250) as an option within the International Studies Core.

RATIONALE:

As listed in the University’s bulletin this core rubric, International Studies, is defined as “A course to develop an understanding of the functioning of international economic, social, and political systems, to be taken during the second year”.

BPA 270, ECON 162,
HIST 283

283 The United States and Latin America This course surveys relations between the United States and Latin America from the early nineteenth century to the present, with an emphasis on the interrelationship of economic, political, social and cultural factors. Principal themes, considered through a variety of analytical and historical perspectives on international relations, include the changing framework and principles of foreign policy and the nature of economic trade and investment in the region. Satisfies the International Studies core requirement.

LAS 100

100 Latin American Studies *This course introduces students to the major historical, economic, social, political, and cultural characteristics of Latin America. The course will familiarize students with a variety of theoretical perspectives that have been used to understand the region's development, and consider the interrelationships between economic, social, political, and cultural factors as well as the position of the region in the context of world historical developments.* This course is broadly comparative, considering a number of substantive themes as they apply to the entire region, and as they are related to global economic structures, world political powers, and multinational actors.

PG 202, 203, 341, and

PLEC 201

201 Introduction to International Political Economy This course provides a multi-disciplinary introduction to the study of international and multinational social, political, and economic problems. *Concepts, theories, and methods of analysis drawn from economics, history, political science, and sociology are developed and applied to enable students to understand broadly a number of current economic, political, and social problems, stressing their comparative and international aspects.*

RATIONALE:

1) Students enrolled in these courses have proficiency level in the target language that enables them to tackle the following tasks “Readings, writing, and discussions based upon the civilizations and cultures under study in a foreign language”.

2) As taught these courses are multidisciplinary in nature: Literature, History, Cultural History, Politics, Economics, Sociology, etc. are all disciplines brought to bear in them.

3) Students who take these courses attain an “understanding of the functioning of international economic, social, and political systems” as related to the cultures studied in the target language. France, French speaking Africa, Quebec, Spain, Latin America, Germany, Austria, Switzerland, and their diverse links to American culture, history, politics, and economics.

Second Proposal - Part B:

To modify the existing core rubric, International Studies, along these lines “A course to develop an understanding of the functioning of international , *cultural*, economic, social, and political systems, to be taken during the second year”. The addition of the term “cultural” to the list of systems to be considered under the International Studies core would allow the inclusion of the following Foreign Languages option: One year of a Foreign Language at the intermediate level (Chin. 201-202, Fr. 201-202, Ger. 201-202, Jap. 201-202, Span. 201-202).

RATIONALE:

- 1) Language is culture. Students enrolled in these intermediate 2 semester programs achieve a distinct knowledge of the culture, history, politics, social systems of the countries studied in the target language.
- 2) Students in these courses often choose to major in either FL or FLIA, or participate in Study Abroad Programs, further amplifying their knowledge of international studies.
- 3) International Studies ought to presuppose the study of the language -the mental grammar- of the cultures studied. The FL option within International Studies would guarantee this.