



Information only

State of New Jersey

GLASSBORO STATE COLLEGE  
GLASSBORO, NEW JERSEY 08028

December 3, 1975

Dr. Shirley O'Day, Chairperson  
Curriculum Committee  
Glassboro State College

Dear Shirley:

One point of clarification is needed in your letter addressed to the Department of Foreign Languages, specifically to Mr. Pujals dated November 4, 1975 to the effect that "there is no Latin American Studies Concentration on the list supplied by Dr. Prown". The list made available to you may be somewhat misleading in relation to the World Studies Concentration. The World Studies Concentration does have three sub-groups under it from which the students may select five courses. These are: African Studies, Asian Studies and Latin-American Studies. Prior to the approval of the World Studies Concentration by the Curriculum Committee, I believe in the 1973-74 school year, we did have concentrations specifically designed for elementary majors that included the Latin American Studies, but based upon the proposal submitted by the proponents of these studies approval was given by the Curriculum Committee as one concentration of World Studies.

At the time the World Studies Concentration was approved, the Spanish Language Studies were included (Portuguese omitted). While I do not wish to judge in any way the merits of the proposal submitted by the Foreign Languages Department or the merits of the argument supplied for disapproval of the proposal, I do want to indicate that I believe the Curriculum Committee and the administration should continue to try to be consistent in making approvals. I noticed that in the World Studies Concentration as approved that Spanish-American Literature and Spanish-American Civilization and Culture taught by the Foreign Language Department were included, presumably under the sponsorship of the college-wide group including the membership of the World Education Council. I know the Curriculum Committee often faces this problem of inconsistency as various curriculum proposals are brought forward.

Sincerely yours,

Lawson J. Brown  
Vice President  
for Academic Affairs

LJB/bos



State of New Jersey

GLASSBORO STATE COLLEGE  
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November 15, 1975

SENATE CURRICULUM COMMITTEE

Dear Dr. O'Day:

In reference to your letter of November 4, 1975, rejecting my proposal of the course "Spanish-American Civilization in Translation", I would like to make some comments.

1- I was not aware of any opposition to my proposal, because:  
a) When in 1974 a similar proposal was rejected, Dr. Donovan, Dean of our Division, consulted all the chairpersons involved to avoid what as you express in your letter happened: "two attending departments expressing their concern" on the course proposed.  
b) My appointment with the Curriculum Committee, as I told you before, was at 11:30 a.m. When I entered the room, before 11:30 a.m., the proposal of my course had already been discussed, and all the faculty that expressed concern, were already there, and all had discussed the proposal before 11:30 a.m. Later on, a faculty member said that at the Curriculum Committee no member of the Foreign Language Department were present before 11:30 a.m. to defend the proposal...

In response to the comments of the Committee I would like to state the following:

Response to the comment number 1.

None of the courses mentioned under this paragraph deal with the content of the "Spanish American Civilization in Translation", or with the subject under the same title that we teach in Spanish at Glassboro State College. (Dr. Kress, History Department, professor of Latin American History, knows perfectly well the book we use, the material we cover and he has always been in favor of the proposal we made. The Curriculum Committee may check with him about this matter).

Response to comment number 2.

To reject our proposal on the grounds that "already existing courses on the culture and the sociology of minority groups which indicate the inclusion of Spanish American People" is like stating that the sociology or the culture of Appalachia or the ghettos in the United States of America represent the culture and the civilization of the United States of America.

Response to comment number 3.

If you open the Glassboro State College, Book 1, Undergraduate Catalog, 1974-76, page 131, you will notice under the "World Studies", at the bottom: CONCENTRATION IN LATIN AMERICAN STUDIES.

This appears to be the third misunderstanding of the Curriculum Committee on this matter.

I will not be happy to discuss this any further nor am I going to present this proposal again. One objection last year was that the proposal mentioned names of discipline from other departments. I erased them. Now it seems to be too abstract.

It seemed peculiar that the same course in English is taught as an Under Graduate course by the Spanish Department at Rutgers, The State University, as well as Jersey City State College and other colleges and universities in the State of New Jersey.

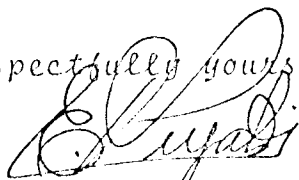
Right now the Indiana State University, Foreign Language Department, offers a similar course on Spanish American Civilization, catalog number 415 and 515 IN ENGLISH, and we have received an invitation to teach that course for graduate and undergraduate students during the Summer of 1976.

This has been and it is the trend in all the major universities and colleges of the United States, but it seems not to be the trend at Glassboro State College.

I am enclosing a xerox copy of LANGUAGE AND LEARNING, Second Edition, Theory and Practice, Harcourt and Brace, N.Y. In it you will find marked with an arrow the points we discussed in our course of Spanish American Civilization and Culture.

Also enclosed you will find a few courses that I found at random in our college catalog. It is funny to find in the Department of Anthropology, Geography, Political Science, etc. descriptions of courses where the subjects taught get into other disciplines, which seems to me very logical in the teaching of a good course; but according to a few professors in those Departments is wrong when it is done by another Department.

Respectfully yours,



Enrique J. Rijals  
Foreign Language Department



State of New Jersey

GLASSBORO STATE COLLEGE  
GLASSBORO, NEW JERSEY 08028

DEPARTMENT OF HEALTH AND PHYSICAL EDUCATION

November 4, 1975

Department of Foreign Language

Dear Mr. Pujals,

The Senate Curriculum Committee rejected the course proposal "Spanish-American Civilization in Translation". As you are aware there was much concern at the open hearing from members of the curriculum committee as well as faculty members from at least two attending departments. After the open hearing and proceeding the vote of the committee the following comments were made.

1. There are already existing courses on campus in  
a. Latin-American History, b. Geography of Latin-America, and c. Government and Politics of Latin-America.
2. There are already existing courses on the culture and sociology of minority groups which indicate the inclusion of discussion on Spanish-American Peoples.
3. There is no Latin-American Studies Concentration on the list supplied by Dr. Brown.

I will be happy to discuss this further with you if you so desire.

Respectfully yours,

Shirley A. O'Day  
Senate Curriculum Committee  
Chairperson

SAO:diw

C.C. Dr. Illias  
Dr. Brown  
Dr. Donovan

## 2200 SOCIAL SCIENCES

### 2202 Anthropology

2202.320

#### Anthropological Approaches to Language and Culture

This course covers major areas of research in the anthropologists's study of cultural determinants of language factors (i.e. vocabulary, sociolinguistics, ethnolinguistics, etc.). Language is a chief area of specialization for anthropologists concerned with the influences and products of culture.

*Language?*

### 2205 History

2204.200

#### History of Economic Ideas

Investigates the development of economic thought. The significant contributions of philosophers and economists are analyzed, from the works of Plato to those of Keynes.

*Economic?  
Philosophy?*

2205.151

#### United States since 1855

Analyzes the principal political, social and cultural factors conditioning the life of the nation since the Civil War. Emphasis is placed on the issues facing modern America by the impact of industrialization and the problems of world leadership.

2205.330

#### U.S. Cultural History

(Prerequisite: 2205.150 and 2205.151 or permission of instructor)

Trends in the fine arts and literature from 1607 to the present on three different levels: high style or urban culture, popular culture and rural or folk culture. Specific American interpretations of parallel European developments will also be emphasized.

*Arts?  
Literature?  
Sociology?*

2205.349

#### Puerto Rico since 1860

Examines Puerto Rican nationalism including the insurrection at Lares in 1869; the effects of the Spanish-American War and the American occupation as well as the development of Puerto Rico under the United States; the development of political parties and the independence movement.

2205.348

#### Puerto Rico to 1860

Examines the Amerindians of Puerto Rico and their culture before the arrival of Columbus with special emphasis on the fusion of African, Indian and Spanish cultures on the island and the Puerto Rican contribution to Caribbean society.

*Has been taught  
by a Foreign language  
professor in this  
part of time in  
English and Spanish*

## 2206 Geography

Synthesis !!!

2206.102

### Cultural Geography

Focus is upon the varied and changing cultural environments. Through a synthesis of data from many disciplines (i.e., anthropology, ecology, earth sciences, history, etc.), major cultural differences and areal patterns are identified and analyzed.

## 2208 Sociology

2208.322

### The Sociology of Religion

(Prerequisite: 2208.120)

The following areas are explored: the relationship of religious phenomena to social structures and processes; religious institutions in an age of anxiety and crisis and the effects of religious and humanist perspectives in societies.

Religion?

## 2207 Political Science and Government

2207.304

### Religion and Politics

Analyzes the relationship between church and state, both in the United States and in other countries, emphasizing those foreign governments in which religious considerations play a major political role.

Religion?

2207.300

### Political Literature

Surveys political life and affairs as expressed in selected works of literature.

Literature?

2207.301

### Political Behavior

(Prerequisite: 2207.100 or permission of instructor)

Focuses upon impact of historical, economic, social and psychological factors upon individual and group political behavior. Emphasizes nature of leadership, mass persuasion, authority and submission, political decision process, and political conflict of violence, revolution and warfare.

Behavior Pol Science or Psychology?  
Sociology?

ETC....

garded themselves and one another, and I know of no way of learning this but by reading the stories they have told themselves, the songs they have sung, the heroic adventures they have applauded. I must know what, if anything, they revered; I must hear their sneers and gibes; must learn in what accents they spoke love within the family circle, with what grace they obeyed their superiors in station; how they conceived it polite to live, and wise to die; how they esteemed property, and what they deemed privilege; when they kept holiday, and why; when they were prone to resist oppression and wherefore—I must see these things with their eyes, before I can comprehend their law books.

When we inspect the currently available textbooks that presume to review the culture of the people whose languages are most frequently studied in our schools and colleges, we are forced to the conclusion that both authors and publishers have operated without benefit of the anthropologist's concept of the word. Aside from culture in the refinement sense, these books present, in picture and in print, little more than the colorful, the quaint, and the inoffensive. They often give details of geography, climate, and economic life but do not relate these to the most important characteristics of the culture. Only a selected number of surface appearances are considered, and there is no attempt to give a cross section of what is in fact to be observed or to explore the meaning which behavior has for the individual through an analysis and interpretation of the value system that is the heart of his culture.

### *Culture in the classroom*

It is clear from the analysis we have made of the "molecule of speech" and the nature of meaning that the teacher must relate late language to culture if a coordinate system is to result from the learner's efforts. This is the conclusion of Robert Politzer, who says in the Georgetown University Report of the Fifth Annual Round Table Meeting on Linguistics and Language Teaching, pages 100-01:

As language teachers we must be interested in the study of culture (in the social scientist's sense of the word) not because

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We necessarily want to teach the culture of the other country but because we have to teach it. If we teach language without teaching at the same time the culture in which it operates, we are teaching meaningless symbols or symbols to which the student attaches the wrong meaning; for unless he is warned, unless he receives cultural instruction, he will associate American concepts or objects with the foreign symbols.

Are we then to require that teachers of foreign languages take courses in cultural anthropology and that they devote a part of every class and every course to formal presentations from that discipline? If not, then how is the teacher to impart information that will be of interest and value to his students? Just as conduct of the learning of actual conversations, and as syntax and morphology are best learned not by analysis but by imitation and practice, in the same way knowledge of culture is best imparted as a corollary or an obligation to the business of language learning.

Many successful language teachers habitually begin their classes with a five-minute presentation in the foreign language of a subject that has not been previously announced. The content for this simple and effective device may often be a topic that brings out identity, similarity, or sharp difference in comparable patterns of culture. For example, consider three holidays in France and the United States. In both countries Easter is essentially the same in concept and observance, but Christmas is markedly different in many ways, and the American Thanksgiving has no counterpart in the French calendar of festivals.

The point of view from which to present such topics should not be that of the deity observing the terrestrial sphere, nor a historian viewing the total experience of a civilization, nor an architect surveying the blueprint of a civilization, nor an Rafter, the point of view should be that of a young person of the age and status of the students being addressed, and the perspective should be that of such a person as he goes about his daily tasks.

The following list of topics (by no means exhaustive) may

be considered as items for such "hors d'oeuvres" in the language classroom.

→ GREETINGS, FRIENDLY EXCHANGE, FAREWELLS. How do friends meet, converse briefly, take their leave? What are the personal topics of small talk? How are strangers introduced?

→ THE NOMINOLOGY OF PERSONAL EXCHANGE. How are interpersonal relationships such as differences in age, degree of intimacy, social position, and emotional tension reflected in the choice of appropriate forms of pronouns and verbs?

→ LEVELS OF SPEECH. In what ways are age, provenance, social status, academic achievement, degree of formality, interpersonal relations, aesthetic concern, and personality reflected in the standard or traditional speech?

→ PATTERNS OF POLITENESS. What are the commonest formulas of politeness and when should they be used?

→ RESPECT. Apart from overt expressions of deference and discipline, what personages and what cultural themes, both past and contemporary, are characteristically held in sincere respect?

→ ACCENTUATION PATTERNS. Apart from the selection, order, and form of words themselves, what overtones of cadence, interrogation, command, surprise, deference, and the like are borne exclusively by the dynamics of pronunciation? (For example, the French *Vous vous en allez ce soir* may be pronounced in such a way that it is clearly either a statement, a rejoinder, a question, an order, or a sentence read by a child from a book.)

→ CONTRACTIONS AND OMISSIONS. What words or sound are normally telescoped into contractions (for example, *can't*) or frequently dropped altogether (for example, the French *ne*) in ENUNCIATIONS. What words and intonation patterns are commonly used to enliven one's speech by way of commentary upon one's own feelings or actions, those of the person addressed, or the nature or behavior of other elements in the immediate situation?

→ TYPES OF ERROR IN SPEECH AND THEIR IMPORTANCE. What errors is the speaker of English likely to make in the new language?

What is the relative seriousness of these errors in the new culture? (For example, in French, a mistake in the gender of a noun is deeply disturbing, but the failure to make a past participle agree, if noticed at all, is readily condoned.)

→ VERBAL TAGS. What common words or expressions in English have direct equivalents that are not tolerated in the new culture, and vice versa?

→ WRITTEN AND SPOKEN LANGUAGE. Aside from richness of vocabulary and complexity of structure, what are the commonest areas of difference between spoken language and writing?

→ NUMBERS. How are numbers pronounced, spelled, represented in arithmetical notation, written by hand, and formally printed in ways that are peculiar to the new culture?

→ POLITICAL. What myths, stories, traditions, legends, customs, and beliefs are universally found among the common people?

→ CHILDHOOD LITERATURE. What lyrics, rhymes, songs, and jingles of distinct aesthetic merit are learned by all young children?

→ DISCIPLINE. What are the norms of discipline in the home, in school, in public places, in the military, in factories, and in ceremonies?

→ FESTIVALS. What days of the calendar year are officially designated as national festivals? What are the central themes of these occasions and what is the manner of their celebration?

→ HOLIDAYS. What is the usual rhythm of work days and days off? What do young people do with their days off?

→ ONSERVANCE OR SEND-AY. How does Sunday differ from weekdays or may not do?

→ GAMES. What are the most popular games that are played outdoors, indoors, by the young, by adults?

→ MUSIC. What opportunities are offered the individual for training and practice in vocal and instrumental music?

→ EMERSON. What are typical errands that a young person is likely to be asked to do, either at home or in school?

→ PETS. What animals are habitually received into the home as pets? What is their role in the household?

→ TELEPHONE. What phrases and procedures are conventional in the use of the telephone? What is the role of the private tele-

- Phone in the home? Where are public telephones to be found and how is the service paid for?
- CONVENSING. How are friendships and personal attachments likely to be formed and what provisions are made for fostering comradeship through clubs, societies, and other group organizations?
- PERSONAL POSSESSIONS. What objects are often found decorating the bureau and walls of a young person's bedroom? What articles are likely to be discovered in a boy's pocket or a girl's handbag?
- KEEPING WARM AND COOL. What changes in clothing, heating, ventilation, food, and drink are made because of variations in temperature?
- CLEANLINESS. What is the relation between plumbing and personal cleanliness? What standards of public hygiene and sanitation are generally observed?
- COSMETICS. What are the special conditions of age, sex, activity, and situation under which make-up is permitted, encouraged, or required?
- TOBACCO AND SMOKING. Who smokes, what, and under what circumstances? What are the prevailing attitudes toward smoking? Where are tobacco products obtained?
- MEDICINE AND DOCTORS. What are the common home remedies for minor ailments? What is the equivalent of the American CONVERTIONS. How does one obtain the services of a physician? success in open competition? How important is competition in schools, in the business world, in the professions?
- APPOINTMENTS. How are appointments for business and pleasure made? What are the usual meeting places? How important is punctuality?
- INVITATIONS AND DATES. What invitations are young people likely to extend and receive? What formalities are involved? What is the counterpart of "dating" in the United States?
- TRAFFIC. How does vehicular traffic affect the pedestrian? What are the equivalents of traffic lights, road signs, crosswalks, safety islands, parking meters, hitchhiking?
- OWNING, REPAIRING, AND DRIVING CARS. Are young people interested in

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- OWNING, REPAIRING, AND DRIVING CARS. Are they knowledgeable about them? What is the role of the car in family life? What are the requirements for obtaining a license to drive? What are the science. How has modern science affected daily living, inner thought, conversation, reading matter?
- CAVETTES. What mechanical devices are commonly found in personal use, in the home, in stores, and in travel?
- SPORTS. What organized and professional sports are the most popular and the most generally presented for the public?
- RADIO AND TELEVISION PROGRAMS. How general is the use of radio and television and what types of programs are offered, especially for young people?
- BOOKS. What are the facts of special interest concerning the printing, punctuation, binding, selling, and popularity of books?
- OTHER READING MATTER. In addition to books, what types of reading matter, such as newspapers, weeklies, magazines, and reviews, are generally available and where can they be bought or consulted?
- HOMES. In what individual hobbies are young people likely to engage?
- LEARNING IN SCHOOL. What course of study is usual for an individual of a given age and academic orientation when compared with that of a student in similar circumstances in the United States?
- HOMEWORK AND LEARNING IN THE HOME. What is the importance of homework in formal education? What is taught at home by older members of the family?
- PENMANSHIP. What styles of handwriting are generally taught and used? What kinds of writing tools are available at home, in school, in public places? What are the conventions concerning the writing of dates, the use of margins, the signing of names?
- LETTER WRITING AND MAILING. How do letters customarily begin and end? How are envelopes addressed? Are there typical kinds of personal stationery? Where are stamps bought? Where are mailboxes found?
- FAMILY MEALS. What meals are usually served in families? What

is the special character of each meal, the food eaten, the seating arrangement, the method of serving dishes, the general conversation?

MEALS AWAY FROM HOME. Where does one eat when not at home? What are the equivalents of our lunchrooms, cafeterias, dining halls, lunch counters, wayside inns, restaurants?

SOFT DRINKS AND ALCOHOL. What types of nonalcoholic beverages are usually consumed by young people and adults? What is the attitude toward the use of beer, wine, and spirits? What alcoholic drinks are in frequent use at home and in public? SNACKS AND BETWEEN-MEAL EATING. Apart from the normal trio of daily meals, what pauses for eating or drinking are generally observed? What is the customary hour and the usual fare?

CAFÉS, BARS, AND RESTAURANTS. What types of cafés, bars, and restaurants are found and how do they vary in respectability? YARDS, LAWNS, AND SIDEWALKS. What are the equivalents of American back yards, front lawns, and sidewalks in residential and business areas? What is their importance in the activities of young people?

PARKS AND PLAYGROUNDS. Where are parks and playgrounds located and with what special features or equipment are they likely to be provided?

FLOWERS AND GARDENS. Of what interest and importance are flower shops, house plants, gardens for flowers and vegetables in town and in the country?

MOVIES AND THEATERS. Where are moving picture houses and theaters to be found? What procedures are involved in securing tickets and being seated? What can be said of the quality and popular appeal of the entertainment?

RACES, CIRCUSES, ROMEO. What outdoor events are in vogue that correspond to our auto or horse races, circuses, and similar spectacles?

MUSEUMS, EXHIBITIONS, AND ZOOS. What types of museums, exhibitions, and animal displays are generally provided and what is their role in the education of the young and the recreation and enjoyment of adults?

GETTING FROM PLACE TO PLACE. What facilities for travel are

provided for short distances about town or from one city or part of the country to another, by bus, rail, or airplane?

CONTRASTS IN TOWN AND COUNTRY LIFE. What are some of the notable differences in dwellings, clothing, manners, shopping facilities, public utilities, when life in town is compared with life in the country?

VACATION AND RECREATION AREAS. What areas have special climate, scenery, or other natural features that make them attractive for vacation?

CAVING AND HIKING. How popular are summer camps, camping, hiking, and cycling trips, and what organizations are especially interested in their promotion?

SAVINGS ACCOUNTS AND THRIFT. In what ways do banks or other organizations provide for the deposit of small amounts of money by individuals? To what extent and in what ways are young people encouraged to practice thrift?

ODD JOBS AND EARNING POWER. What kinds of chores and odd jobs are young people expected or permitted to do? If these are paid for, how is the individual reimbursed? To what extent are regular paying jobs made available to younger persons?

CAREERS. What careers have strong appeal for the young? How important is parental example and advice in the choice of a career? What financial help is likely to be forthcoming for those who choose a career demanding long preparation?

It is culture in this technical, scientific sense that has been so misunderstood and so inadequately presented in our classrooms. Once the necessary distinctions are made and this meaning is clearly conceived, its usefulness and worth to the youthful student are only too apparent. There is little danger that culture in its other two meanings of *refinement* and *artistic endowments* will be slighted; all the influence of literature and textbooks, travels and traditions will inevitably orient both teacher and student in this direction. The focal point of the presentation of culture in all its meanings should be the view of life as seen from within the new speech community, especially by individuals who are in circumstances comparable to those of the

student. The teacher, by means of the incidental talks suggested above, by means of behavior traits as speaker and hearer that are authentic and typical in the new community, by establishing in the classroom a cultural island made up of both material and nonmaterial elements, and especially by identifying and commenting upon references in literature that are culturally significant, may convey to his students the concepts which make language learning invaluable and are at the same time accompanied by many other important learnings.

#### *Suggestions for further reading*

- Benedict, Ruth. *Patterns of Culture*. Boston: Houghton Mifflin, 1934.
- Kluckhohn, Clyde. *Mirror for Man*. New York: McGraw-Hill, 1949.
- Kroeber, A. L. *Anthropology Today*. Chicago: University of Chicago Press, 1953.
- Sapir, Edward. *Culture, Language, and Personality*. Berkeley, Calif.: University of California Press, 1956.
- Scherman, Katharine. *Spring on an Arctic Island*. Boston: Little, Brown, 1956.
- Thomas, Elizabeth M. *The Harmless People*. New York: Knopf, 1959.
- Wylie, Laurence. *Village in the Vaucluse*. Cambridge, Mass.: Harvard University Press, 1958.

## LANGUAGE AND L

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Language and literature need to be distinguished for the benefit of both; if they are not, they must be definable, and it is our duty to describe such differences from the beginning in the classroom. If seemingly inadequate literature are proposed, their aim is to distinguish between it and the real thing. That the two may be mutually exclusive, a little reflection reminds us that language and literature is as absurd as a man without childhood. Literature presupposes language; language without childhood is unthinkable.

### *What is literature?*

In our century, America has been moving from an academic world from traditional training in favor of gross effort