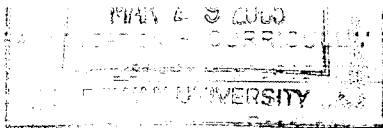


PROCESS A



PROPOSAL

SOO #0405

607

October 1, 2004 to be implemented Fall 2005 - February 11, 2005 to be implemented Spring 2005

PROPOSAL TITLE: Introduction to Anthropological Linguistics

Sponsor: Marilyn S. Fike Email: fike@crowan.edu Ext: 3466

DEPARTMENTS: Foreign Languages and Literatures and Geography/Anthropology

COLLEGE: Liberal Arts and Sciences

Liberal Arts & Sciences CHECK:  History/Humanities  Math/Sciences  Social/Behavioral Sciences

UNDERGRADUATE  GRADUATE

THE ATTACHED NON-GEN-ED PROPOSAL IS BEST DESCRIBED BY THE ITEM(S) CHECKED

- New non-period course
- Minor curricular changes (fewer than three)
- Existing non-gen-ed course
- Non-gen-ed degree requirements
- Major
- Minor, specialization, concentration, track certificate program

THE FOLLOWING SIGNATURES REPRESENT APPROVAL

Department Chair: Sonia Spencer Date: 2/9/05

Department Curriculum Chair: Kenneth A. Tolwack Date: 2/9/05

Academic Dean: Jay King Date: 2-10-05

COLLEGE CURRICULUM COMMITTEE

OPEN HEARING: Date 3/02/05 Approved  Not Approved

COLLEGE CURRICULUM CHAIR: [Signature]

Senate Curriculum Chair Signature: [Signature] Date Senate Announcement: 3/28/05

EXECUTIVE VICE PRESIDENT/PROVOST Signature: [Signature] Date: 4/18/05

Approved  Not Approved

Date: 4/22/05 Registrar: [Signature] Registrar: 1105250 Cross-Listed: 2202250

NOTIFICATION FORWARD

Department Chair: \_\_\_\_\_ Registrar: \_\_\_\_\_

DB 4-29-05

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## INTRODUCTION TO ANTHROPOLOGICAL LINGUISTICS

### I. Details:

- a. Course Title: Introduction to Anthropological Linguistics
- b. Sponsor(s): Dr. Marilyn S. Feke, Foreign Languages and Literatures Department, Geography/Anthropology Department
- c. Credit Hours: 3
- d. Course Level: Sophomore (200 level)
- e. Prerequisites: None
- f. Suggested time and scale of implementation:
  - i. Time of implementation: Spring 2006
  - ii. Scale of implementation: One section every three semesters

### II. Curricular Effect:

- a. Offerings:

This interdisciplinary, cross-listed course will not be offered in place of any other Foreign Languages and Literatures or Geography/Anthropology course. Therefore, no other courses will be dropped or offered less frequently as a result of the implementation of this course.
- b. Adequacy:

The present staff and resources are adequate for the implementation of this course. In terms of space, one classroom with a seating capacity for 35 students will be needed.
- c. Recommended Library Resources:

See attached Library Resource Form.
- d. Short-term Evaluations: N/A

### III. Rationale:

“Introduction to Anthropological Linguistics” is proposed here as an interdisciplinary, cross-listed course offered by both the Foreign Languages and Literatures and the Geography/Anthropology Departments at Rowan. For students of the Foreign Languages and Literatures Department, the course may serve as a Free Elective. Students of the Geography/Anthropology Department may take the proposed course for credit toward a minor in Anthropology.

Anthropological Linguistics is the scientific study of language with particular reference to the relationships among the languages, thoughts, and cultures of speech communities. Human language simultaneously reflects and shapes human culture and thought. Through the means of language, human beings communicate and create their identities in solidarity with others, such as those of the same gender, race, class, age, or geographic region. Also, languages change and evolve over time due to both internal forces, such as imbalances in language structure, and external forces, such as the influence of neighboring languages and cultures.

Knowledge of Anthropological Linguistics may provide students of Foreign Languages and Literatures with deeper insight into the nature of the language(s) they study and the connections that exist between their target language and the cultures of those who speak it natively. As the study of the structures and uses of language in society is integral to any study of humanity, knowledge of Anthropological Linguistics will provide students of Anthropology with a complement to the subfields of Anthropology already offered within the Geography/Anthropology Department, namely Cultural Anthropology, Physical Anthropology, and Archaeology.

Implementation of the proposed course, “Introduction to Anthropological Linguistics”, falls in line with many of Rowan University’s goals as stated in the five-year plan, “Strategic Objectives for Rowan University, 2004-2009”. For example, Rowan has among its goals the strengthening and expansion of current academic programs. The proposed course would fill in a gap that currently exists within the Anthropology minor and allow students to obtain a well-rounded and thus stronger preparation in the study of Anthropology. Also, adding the proposed course to the offerings of the Geography/Anthropology Department may support the eventual creation of a major in Anthropology and thus an expansion of the current program.

Another important university aim is an increased academic focus on multicultural and global issues. Although the course will be taught through the means of the English language, students of “Introduction to Anthropological Linguistics” will learn about the languages and cultures of speech communities living all over the world, including within the United States, France, Spain, Japan, and Peru, among others. Knowledge of the languages and cultures of our world and the relationship among them will give our students a more international perspective and an advantage over their competition in our increasingly globally-oriented job market.

The fact that Rowan University supports interdisciplinary endeavors is often discussed and is readily apparent through the recognition of faculty opportunities, such as the option to propose interdisciplinary courses funded by the Bildner Grant, and the recent modification of the General Education Curriculum in the College of Liberal Arts and Sciences so that it may offer students greater flexibility. As the proposed course is interdisciplinary, students of “Introduction to Anthropological Linguistics” will strengthen their knowledge of both fields, linguistics and anthropology, and learn to draw connections between the two.

Finally, Rowan’s aspiration to provide for opportunities for faculty and student research and collaboration will also be fulfilled with the addition of the proposed course as (1) the course lends itself to the involvement of students in the interpretation of the professor’s original linguistic research and (2) students will carry out their own small-scale fieldwork and research within their own language communities in partial fulfillment of course requirements.

#### IV. Essence of the Course:

##### a. Objectives:

As a result of completing “Introduction to Anthropological Linguistics”, students will:

- i. Obtain an understanding of the field and scope of anthropological linguistics
- ii. Learn of the process of human language acquisition
- iii. Gain an appreciation of the multifaceted meanings and uses of language around the world through the examination of specific ethnographic examples
- iv. Acquire knowledge of the structural features of language through the study of introductory phonology, morphology, syntax, and discourse analysis.
- v. Attain insight into the ways in which race, class, gender, and other social characteristics may be displayed through the use of language

##### b. Topical Outline/Content:

The structure of topics for the course will generally follow the structure of topics presented in the required text for the class. Supplemental readings will be provided to students throughout the course.

- i. Bonvillain, Nancy. *Language, Culture, and Communication: The Meaning of Messages (4<sup>th</sup> edition)*. Prentice Hall, Upper Saddle River, NJ, 2002.

- Introduction
- The Form of the Message: Phonology. Morphology. Syntax. Semantics. Manual Language. Nonverbal Communication.

- Language and Cultural Meaning: Foundations of Linguistic Anthropology. Lexical and Cultural Categories. Cultural Presupposition. Extended and Transferred Meaning.
- Contextual Components: Outline of an Ethnography of Communication: Ethnography of Communication. Settings. Participants. Topics and Goals. Speech Acts. Narratives. Routines.
- Communicative Interactions: Structural Properties of Conversation. Conversational Postulates. Directives and Responses in Context. Politeness.
- Societal Segmentation and Linguistic Variation: Class and Race: Social Stratification. Caste. Class. Race.
- Language and Gender: English and English-Speakers: Pronunciation. Grammatical Variants. Choices of Vocabulary. Gender-Related Conversational Styles. Gender-Bias in English.
- Cross-Cultural Studies of Language and Gender: Gender-Exclusive Patterns. Linguistic and Stylistic Preferences. Images of Gender in Linguistic Form.
- Learning Language: Acquisition of Language. Complex Grammars. Comparative Evidence. Some Universal Sequences. Instructional Strategies in Other Cultures.
- The Acquisition of Communicative Competence: Acquiring Communicative Styles. Learning Status and Role. Learning to Converse.
- Multilingual Nations: India. Canada. United States
- Bilingual Communities: Linguistic Change. Language Use in Bilingual Communities. The International Dominance of English. Bilingual Conversational Strategies. Interethnic Miscommunication.
- Language and Institutional Encounters: Language Ideologies. Language and Status. Institutional Contexts. Education. Medical Encounters. Legal Settings. The Media.

c. Evaluation:

Students will be graded on the basis of the following criteria:

i. Attendance/Participation	10%
ii. 4 Fieldwork Projects	40%
iii. Midterm Exam	20%
iv. Final Paper	30%

d. Course Evaluation:

The success of "Introduction to Anthropological Linguistics" will be evaluated in a variety of ways, including a set of assessment tools, including entrance and exit examinations that demonstrate knowledge and critical thinking skills obtained, student evaluations, reactions of the instructor, and reactions of the Foreign Languages and Literatures and Geography/Anthropology Departments.

V. Results of Consultations:

- a. Letters of consultation: See attached.
- b. Additional Consultation: See attached.

POWER OF 1979  
CURRICULUM PROPOSAL  
LIBRARY RESOURCE FORM

The purpose of this form is to provide a channel of communication between the library and faculty, changing and designing new courses/programs. The information will be used to assess the resources available in the library and to identify resources the library should acquire to support the course/program. The information will also provide rationale for institutional support for library acquisitions.

This form should be completed in a coordinated effort between the course sponsor(s) and the academic department chair(s) if applicable. THIS FORM MUST BE COMPLETED FOR ALL CURRICULUM PROPOSALS.

- The sponsor(s) complete parts A & B. If a class sponsor is required to complete parts A & B, please notify the liaison librarian.
- Forward this form to the librarian who will complete parts C, D & E.

This form must be completed and attached to the original curriculum proposal before being approved by the Senate Curriculum Committee

A. College Liberal Arts and Sciences Department(s) Foreign Langs. & Lits. and Geography/Anthropology  
 Proposed by Marilyn S. Feke Date February 4, 2005  
 Course Title Introduction to Anthropological Linguistics  
 Anticipated Date for Course/Program Offering Spring 2006

B. List specific resources that should be acquired to support this course

*None*

C. Describe the resources available in the library to support this course/program, including reference, monographic, electronic databases, audio-visual materials, etc. A summary statement is sufficient.

*Professor Marilyn Feke has stated that no additional or specific library resources will be needed for this curriculum. Our library has sufficient resources including*

D. List any materials available in the library to support this course/program.

*books and electronic databases to support this program. We could always order more materials when it is necessary*

E. Librarian comments and signature

Name of Librarian Annemarie Signature [Signature]

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**Supplement to Curriculum Proposal Library Resource Form  
“Introduction to Anthropological Linguistics”**

The Campbell Library at Rowan University has the following resources to support the new course proposal for “Introduction to Anthropological Linguistics”:

I. Books and Periodicals:

- a. A library search using the subject heading, “Anthropological linguistics”, resulted in a listing of 13 separate titles.
- b. A library search using the subject heading, “Sociolinguistics”, resulted in a listing of 111 separate titles.
- c. A library search using the subject heading, “Linguistics”, resulted in a listing of 77 separate titles.

II. Electronic Databases:

Academic Search Premier  
Book Review Digest  
Books in Print  
Books out of Print  
Essays and General Literature Index  
Ethnic NewsWatch  
Humanities FT  
Humanities Full Text  
JStor  
Library Literature  
Literature Online (LION)  
Literature Resource Center  
MLA Bibliography  
Poem Finder (LitFinder)  
ProjectMuse  
Social Science Full Text  
Sociological Abstracts  
Story Finder (LitFinder)

**Feke, Marilyn S**

**From:** Diane Markowitz [markowitz@rowan.edu]

**Sent:** Wed 2/9/2005 11:17 AM

**To:** Feke, Marilyn S

**Cc:**

**Subject:** Re: Introduction to Anthropological Linguistics CourseProposal

**Attachments:**

Dear Marilyn,

I think your course sounds superb. It would permit the Anthropology Dept. faculty to conform to national American academic standards of providing education for undergraduate majors in the four subfields of anthropology : anthropological linguistics, archeology, cultural anthropology and physical/biological anthropology. Since, as you correctly point out, language is influenced by and in turn shapes culture, the connection is essential to study in any program of anthropological study.

The course also would seem to be both an interesting and essential course for students planning to teach English in our increasingly multicultural schools. Finally, I applaud the effort to situate language study for foreign language majors in a cultural context.

Your educational and research background make you well qualified to offer this course and I sincerely hope the proposal is approved.

Sincerely,  
Diane Markowitz

L. Markowitz, DMD, Ph.D.  
Assoc. Prof. of Anthropology  
Geography/Anthropology Dept.  
Rowan University  
201 Mullica Hill Road  
Glassboro, New Jersey 08028  
Tel.: 856-256-4500, Ext. 3981  
e-mail: markowitz@rowan.edu  
>>> "Feke, Marilyn S" <Feke@rowan.edu> 02/03/05 12:22 PM >>>



February 6, 2005

*Department of Geography and Anthropology*

Prof. Marilyn Feke  
Department of Foreign Languages  
and Literatures  
Rowan University

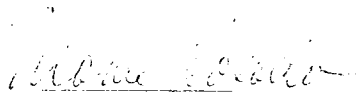
Dear Marilyn:

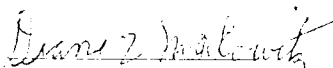
We read your course proposal on "Introduction to Anthropological Linguistics" with much attention and find that this is a timely endeavor that we enthusiastically endorse. For many years it has been our intention, and interest, to expand on our Anthropology course offerings, and one specific subdiscipline that we have looked to develop courses for is linguistics. However, we do not have linguistics represented in our expertise, and thus, it is only superficially treated in our courses. Your course proposal is timely, then, because:

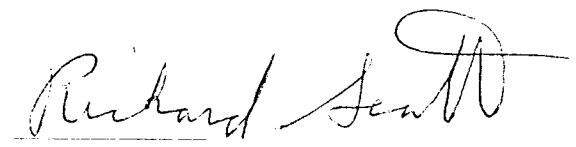
- a. the Anthropology program at Rowan would provide our minors, and other interested students, courses in the three major subdisciplines of physical, cultural, and linguistics;
- b. *Introduction to Anthropological Linguistics* would compliment and expand the knowledge of cultural diversity explored in our cultural anthropology courses; and
- c. Rowan students will gain a much better perspective on international issues as these are explored in relationship to each other through the expression of language.

We are also currently seeking to increase our number of Anthropology minors (for an eventual development of the Anthropology major) and we believe your course will help us achieve that goal by attracting students interested in language and its social, and cultural dimensions.

Sincerely,

  
Maria Rosado, Ph.D.

  
Diane Markowitz, Ph.D.

  
Richard Scott, Ph.D.  
Chairperson



Date: March 1, 2005

To: Dr. Marilyn Feke

From: Dr. Cindy Corison, Communication Studies *Ch Corison*  
Janice Rowan, Chair, Composition and Rhetoric *J Rowan*

Re: Letter of Consultation

Course: Introduction to Anthropological Linguistics

Dr. Feke, our faculty's overall reaction to this course is most positive, and we do support your proposal. We applaud both the multicultural/global and the interdisciplinary aspects of the course. We also recognize your outstanding qualifications to teach this subject matter.

However, faculty who reviewed the proposal agree that the scope of the course appears to be too broad and that the syllabus indicates students would be covering material usually found in semantics and regular linguistics courses. Faculty judged some of the material not really the province of an anthropological linguistics course.

A recommendation is that objectives listed under Essence a.ii, iii, and iv be placed in the context of human cultures rather than in a broad discussion to avoid overlap with the linguistics course taught in the Department of Communication Studies. Another recommendation is that students would benefit from making Linguistics a prerequisite. Among the topics that faculty labeled too broad for this course were Learning Language and The Acquisition of Communicative Competence. The topic Language and Institutional Encounters was thought to be outside the area of Anthropological Linguistics. A final suggestion was that the course would be more focused and doable if the syllabus started on page four of your proposal with the topic of Language and Cultural Meaning.

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You voiced a desire to look into developing a minor in linguistics, and our faculty are most interested in this possibility. Adding other foundational courses would, no doubt, allow you to go into more depth with topics of greatest interest to you and your students in Anthropological Linguistics.

Thank you for allowing us to review your proposal, and, again, we do support this important academic offering.

**Catalogue Description:**

1105. /2202. ....3 s.h.

**Introduction to Anthropological Linguistics**

Students in this interdisciplinary course will engage in the scientific study of language with particular reference to the relationships among the languages, thoughts, and cultures of speech communities living all over the world, including within the United States, France, India, Canada, Spain, Japan and Peru, among others. Additional course topics include the process of human language acquisition, structures of human language, bilingualism and the ways in which race, class, gender, and other social characteristics may be displayed through the use of language.

DB  
4/29/05



*Foreign Languages and Literatures*

Date: April 6, 2005

To: Dr. Patricia Mosto, Interim Associate Provost

From: Dr. Marilyn Feke, Foreign Languages and Literatures

Re: Reactions to the concerns expressed in the letter of consultation by Drs. Corison and Rowan, College of Communication

Proposed Course: Introduction to Anthropological Linguistics

In their letter of consultation dated March 1, 2005, Dr. Cindy Corison and Dr. Janice Rowan of the College of Communication express some concerns regarding the proposed course, Introduction to Anthropological Linguistics. Within this letter, these concerns are addressed.

In the second paragraph of their letter of consultation, Drs. Corison and Rowan state that the College of Communication faculty with whom they consulted agreed that the scope of the proposed course appears to be too broad. In reply, as the proposed course is an introduction to the topic of Anthropological Linguistics, it is necessary to cover a broader scope than one might find in a non-introductory course. Rather than delve into great detail on any specific topic of Anthropological Linguistics, in this introductory course, students will gain a broad-based understanding of the field. In order to gain this general understanding, students must touch on a wide variety of topics within the field of Anthropological Linguistics.

Also within the second paragraph of their letter of consultation, Drs. Corison and Rowan state that the proposed syllabus includes material usually found in semantics and regular linguistics courses. As this course is proposed as an interdisciplinary offering, cross-listed by both the Foreign Languages and Literatures and Geography/Anthropology Departments at Rowan, clearly, the course should include some topics that overlap the fields of Linguistics and Anthropology to some extent. In order to approach topics of Anthropological Linguistics in the proposed introductory level course, students must first be introduced to some basic linguistic concepts and terminology. The textbook proposed for use with this course, *Language, Culture, and Communication: The Meaning of Messages*, by Bonvillain (2002), briefly presents these basic linguistic concepts and terms within the second chapter, titled "The Form of the Message". Exposing students to these concepts and terminology will not take away from the content of the course, but instead provide students with the basic tools that they will need to gain an understanding of anthropological linguistics.

Within the third paragraph of their letter, Drs. Corison and Rowan state that the faculty with whom they consulted judged the proposed course topics of Learning Language and The Acquisition of Communicative Competence to be too broad. Furthermore, they found the topic of Language and Institutional Encounters to be outside the area of anthropological linguistics. To the contrary, these three topics are necessary to any introductory treatment of Anthropological Linguistics. Anthropology is the study of human beings and their behavior and Linguistics is the scientific study of language. In order to gain a general understanding of Anthropological Linguistics, one must also gain some understanding of the process of human language acquisition and the universal principals that govern human language structures and use worldwide. In order to gain communicative competence in a language, individuals must gain knowledge of the grammar of the language as well as the culturally-appropriate norms for use of that language. Many key studies of Anthropological Linguistics have taken place in institutional contexts. It is precisely in such contexts where we may often find miscommunication that results from cultural and linguistic differences. Such miscommunication, or communication breakdown, highlights cultural and linguistic differences, allowing the researcher to better-understand the particular linguistic practices of certain speech communities.

Finally, also within the third paragraph of their letter, Drs. Corison and Rowan suggest that students would benefit from making the Linguistics course offered within the College of Communication a prerequisite. This would not be feasible for two reasons. First, the proposed course is introductory and does not necessitate that students have any previous knowledge of Linguistics or Anthropology. Second, the aforementioned Linguistics course is not a regular offering of the College of Communication, and in fact is offered infrequently by an adjunct instructor. As the scale of implementation for the proposed course is one section every three semesters, it would simply not be possible for students of the proposed course to first take the Linguistics class.