General Studies Request Form

Permanent numbered courses must be submitted to the workflow in [Kuali CM](#) before a General Studies request is submitted here. The General Studies Council will not review requests ahead of the new course being reviewed by the Senate.

More detailed information about requesting General Studies designations is found [here](#).

Proposal Contact Information

Submitter Name	Submitter Email	Submitter Phone Number
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College/School	Department/School
The College of Liberal Arts and Sciences (CLA)	Department of English (CENGLISH)

Submission Information

Select the type of submission:

New Request (This course or topic does not currently hold this designation)

Requested Effective Date

Spring 2023

ASU Request

Is this request for a permanent course or a topic?

Permanent Course

Subject	Course Number	Units/Credit Hours
ENG	318	3

Course Information

Course Title

The Life and Death of Languages

Course Description

The history of language development, spread and contraction as well as thinking on where language may be going in the future. Discusses how languages differentiate and become new languages, how they mix with each other and how the development of writing can change this process. Maintains a focus on the ways speakers from different language communities have found to communicate through pidgin languages, bilingualism and languages of wider communication. Moreover, discusses the invention of new varieties and languages by people who feel their current choices do not fit their needs. Lastly, in considering what might be needed in the future, addresses issues such as machine translation, brain-to-brain communication, aspects of intergalactic communication posed in science fiction and interspecies communication.

General Studies

Requested Designation

HU - Humanities, Arts and Design

HU: Humanities, Arts and Design
Rationale and Objectives

The humanities disciplines are concerned with questions of human existence and meaning, the nature of thinking and knowing, with moral and aesthetic experience. The humanities develop values of all kinds by making the human mind more supple, critical, and expansive. They are concerned with the study of the textual and artistic traditions of diverse cultures, including traditions in literature, philosophy, religion, ethics, history, and aesthetics. In sum, these disciplines explore the range of human thought and its application to the past and present human environment. They deepen awareness of the diversity of the human heritage and its traditions and histories, and they may also promote the application of this knowledge to contemporary societies.

The study of the arts and design, like the humanities, deepens the student's awareness of the diversity of human societies and cultures. The arts have as their primary purpose the creation and study of objects, installations, performances, and other means of expressing or conveying aesthetic concepts and ideas. Design study concerns itself with material objects, images and spaces, their historical development, and their significance in society and culture. Disciplines in the arts and design employ modes of thought and communication that are often nonverbal, which means that courses in these areas tend to focus on objects, images, and structures and/or on the practical techniques and historical development of artistic and design traditions. The past and present accomplishments of artists and designers help form the student's ability to perceive aesthetic qualities of artwork and design.

The Humanities, Arts and Design are an important part of the General Studies program, for they provide an opportunity for students to study intellectual and imaginative traditions and to observe and/or learn the production of artwork and design. The knowledge acquired in courses fulfilling the Humanities, Arts and Design requirement may encourage students to investigate their own personal philosophies or beliefs and to understand better their own social experience. In sum, the Humanities, Arts and Design core area enables students to broaden and deepen their consideration of the variety of human experience.

[Revised March 2021]

Note: The following types of courses are excluded from the "HU" designation, even though they might give some consideration to the humanities, arts and design:
1. Courses devoted primarily to developing skill in the use of a language.
2. Courses devoted primarily to the acquisition of quantitative or experimental methods.
3. Courses devoted primarily to teaching skills.

"HU" courses must meet *either* 1, 2, or 3 *and* at least one of the criteria under 4 in such a way as to make the satisfaction of these criteria **a central and substantial portion** of the course content.

Select which "HU" criteria this course meets.

1. Emphasizes the study of values; the development of philosophies, religions, ethics or belief systems; and/or aesthetic experience.

2. Concerns the interpretation, critical analysis, or creation of written, aural, or visual texts; and/or the critical analysis (not summary or memorization) of historical development of textual traditions.

3. Concerns the interpretation, critical analysis, or engagement with aesthetic practices; and/or the critical analysis (not summary or memorization) of historical development of artistic or design traditions.

"HU" Criteria 1
Emphasizes the study of values; the development of philosophies, religions, ethics or belief systems; and/or aesthetic experience.

Identify the submitted documentation that provides evidence.

Focuses on human languages and their life cycles as related to cultural changes. Discusses belief systems about these processes and attitudes towards differences in language style and use.

How does this course meet the spirit of this criteria?

Discusses the belief systems that people hold about the development of language and the nature of human communication through language. It directly addresses the relationship between the value attributed to one's own variety of language and that associated with the 'other.' It also discusses the difficulty of defining what counts as a language or a variation of one.

Please provide detailed evidence of how this course meets this criteria (i.e. where in the syllabus or other course materials).

Language and dialect differences are used to evaluate a person's status and their worth. These judgements can be used to exclude as well as include large groups of people. Module 1 and Module 2 address the difficulty in defining what is a specific language and that language in reality is a series of variations. The readings also help us understand the normality of borrowing from other languages, creating new mixed versions as well as creating registers and genres based on our audience and our purpose in speaking, writing and gesturing.

"HU" Criteria 2
Concerns the interpretation, **critical analysis**, or creation of written, aural, or visual texts; and/or the **critical analysis (not summary or memorization)** of historical development of textual traditions.

Identify the submitted documentation that provides evidence.

This critical analysis of the development, change and demise of languages in cultural contexts addresses written and spoken and visual texts and associated modalities.

How does this course meet the spirit of this criteria?

Discusses written, and oral texts as well as multimodal ones (including the choice of writing systems) all from a critical perspective of understanding that the attribution of language forms and structures depends on the social valuing of these groups. Module 5 addresses the consequences of settler colonialism and the reawakening historic dialects and endangered languages.

Please provide detailed evidence of how this course meets this criteria (i.e. where in the syllabus or other course materials).

Modules 2, 3, 4 and 5 discuss the development of writing and how that leads to language structures that create aesthetic preferences for sounds and grammar as well as text types. They also address the normality of language change and mixing which can develop even as a kind of fashion. Most critically, they address how communities develop strategies for dealing with speakers of other languages. Overcoming

"Babel" can include the creation of Pidgin varieties for trade, the history of settler colonialism with its suppression of other languages, as well as language rebirth and creation in other contexts. For instance, the development of international English varieties is discussed in Modules 2 and 4, and Module 5 discusses the reawakening of indigenous languages.

"HU" Criteria 3
Concerns the interpretation, critical analysis, or engagement with aesthetic practices; and/or the **critical analysis (not summary or memorization)** of historical development of artistic or design traditions.

Identify the submitted documentation that provides evidence.

It discusses invented and planned languages for their consideration of audience, genre and aesthetic design.

How does this course meet the spirit of this criteria?

Aesthetic practices are discussed in many places in the course, but particularly in Module 3 and 6 where explicit preferences for textual styles are discussed as well as the creation of new varieties and languages to address needs specific to communities.

Please provide detailed evidence of how this course meets this criteria (i.e. where in the syllabus or other course materials).

In Module 3 the development of registers such as gang graffiti and coded usages among those who fear discrimination, e.g. gay males in mid 20th century England, are considered in addition to the discussion of 'style' that develops within the centuries of a 'language's' uses. Module 6 discusses the invention of 'galactic' speak in film as well as its adequacy for likely 'real' encounters.

"HU" Criteria 4

In addition, an "HU" course must meet one or more of the following requirements. Select all that apply.

a. Concerns the development of human thought, with emphasis on demonstrable critical analysis of philosophical and/or religious systems of thought.

d. Concerns the demonstrable critical analysis of literature and the development of literary traditions.

"HU" Criteria 4A Information
Concerns the development of human thought, with emphasis on **demonstrable critical analysis** of philosophical and/or religious systems of thought.

Identify the submitted documentation that provides evidence.

Language is a skill that typically defines being human, but there is much that is misunderstood about the nature of language. It is the norm that one's own system is valued over most other's in prescribed cultural norms. Such perspectives are noted throughout the course.

How does this course meet the spirit of this criteria?

Language is treated in more contexts than we realize as the defining nature of what it means to 'be human'. Moreover, specific forms of language in many contexts, education for example, come to be valued above others, e.g. written text over spoken utterances, or the language of a thriving metropolitan capital, over that of a rural one, Here these notions are critically addressed.

Please provide detailed evidence of how this course meets this criteria (i.e. where in the syllabus or other course materials).

The field of linguistics and its knowledge of the nature of human language is not one that is typically required in K-12 or even in undergraduate programs. This course is designed for a general audience without such training to make visible many of our assumptions and biases. In Modules 6 and 7 it also moves into consideration of broader notions of communication. It addresses the goal of machine translation, the ability to communicate with other species and the usefulness this can have in our rapidly changing surroundings.

"HU" Criteria 4D Information
Concerns the **<u>demonstrable critical analysis</u>** of literature and the development of literary traditions.

Identify the submitted documentation that provides evidence.

Demonstrating the beliefs and stereotypes behind positive and negative valuing of language texts and genres is found in readings, lectures and assessments throughout the course.

How does this course meet the spirit of this criteria?

Language is treated in more contexts than we realize as the defining nature of what it means to 'be human'. Moreover, specific forms of language in many contexts, education for example, come to be valued above others, e.g.written text over spoken utterances, or the language of a thriving metropolitan capital, over that of a rural one, Here these notions are critically addressed.

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Attach a sample syllabus for this course or topic, including the list of any required readings.

ENG 318 - HU Syllabus.pdf

Attach the table of contents from any required textbook(s).

ENG 318 Table of Contents.pdf

Attach any other materials that would be relevant or helpful in the review of this request.

No Response