

**UNIVERSITY COUNCIL
ACADEMIC PROGRAMS COMMITTEE
REQUEST FOR DECISION**

PRESENTED BY: Len Proctor, Chair, Academic Programs Committee of Council

DATE OF MEETING: January 26, 2012

SUBJECT: **College of Arts and Science: Increased language requirement for Humanities majors**

DECISION REQUESTED:

It is recommended:

That Council approve the increased language requirement for Humanities majors in BA Three-year, Four-year and Honours programs effective July 1, 2012.

PURPOSE:

The Bachelor of Arts programs are academic programs at the University of Saskatchewan. Implementation of program requirements which will use new resources requires approval by University Council.

SUMMARY:

The Academic Programs Committee discussed this proposal with Vice-Dean David Parkinson. He noted the lengthy discussion which had taken place in the college over the introduction of a requirement that Humanities majors study a language other than English. The revised language requirement will require 9 credit units in languages, with at least 3 credit units in a language other than English.

At a series of Town Hall meetings with Humanities students last spring, students were supportive of changing this requirement. Humanities students at the University of Saskatchewan may take degrees in Classical, Medieval and Renaissance Studies; English; French; History; Modern Languages; Philosophy; Studies in Religious Traditions; and Studies in Religion and Culture. There are 461 declared majors in these subjects, with up to 200 more undeclared majors who are working on a Humanities program. Several majors already require study of a language other than English; the college estimates that approximately 125 additional students annually will be enrolling in language courses. The College will allocate \$30,000 annually to provide increased capacity in language courses.

The existing language requirement in the college, which has been in place since 1968, can be completed with 6 credit units of English. Vice-Dean Parkinson told the committee that this conflated the study of literature with the study of composition. As a result, there has been a tendency for students in the college not to feel encouraged or supported to take a course in another language. Students in humanities programs find particular academic value in introductory exposure to another language; the range of skills involved in the study of a language other than English is significant for the study of humanities subjects, in addition to the philosophic and cultural considerations which are also particularly important for this group of students.

ATTACHMENTS:

Program proposal documentation, memos received from faculty and College response; memos received from departments offering language instruction.

Proposal for Curriculum Change University of Saskatchewan

1. PROPOSAL IDENTIFICATION

Title of proposal: Requirement for language other than English in Humanities programs

Degree(s): Bachelor of Arts

Field(s) of Study: Type A Humanities

Level(s) of Concentration: BA Three-year, Four-year, Honours

Option(s): n/a

Degree College: Arts & Science

Contact person(s) (name, telephone, fax, e-mail):

David J. Parkinson

Vice-Dean (Humanities & Fine Arts)

College of Arts and Science

966-5516

david.john.parkinson@usask.ca

Date: November 16, 2011

Approved by the degree college and/or home college: October 26, 2011

Proposed date of implementation: September 2012

2. Type of change

Requiring approval by Council

- ☐ Program revisions that will use new resources

3. RATIONALE

As proposed in the college's second integrated plan, the College proposes to change Requirement A2 to 9 credit units, and require that at least 3 credit units be chosen from courses other than ENG or LIT.

The College will also reduce current number of credit units in Requirement A7 by 3 for all affected programs (not shown in the explicit changes below) to maintain current number of credit units required for degree.

The purpose of this change is to have all students in Type A programs take at least 3 credit units of a language other than English. This type of requirement is not unusual at other institutions. The University of Alberta and the University of Regina require a minimum of 6 credit units in a language other than English. The University of British Columbia requires a certain level of additional language training that may be achieved through multiple paths.

Modifying the language requirement for students in the Humanities enhances the quality of the programs in which they are studying. Study in another language is widely regarded as a fundamental element of all disciplines in the Humanities. Acquiring some introductory experience of another language, students begin to gain an important skill in the conduct of research across these disciplines. In general, knowledge of another language increases the opportunities for employment and graduate study for students in the Humanities. For the University of Saskatchewan to enhance the language requirement thus increases the competitiveness of its students graduating with Humanities BAs.

The Division of Humanities and Fine Arts has the capacity and expertise to provide the language experience envisioned in this proposal, using resources currently available to the Division. This proposal enhances the degree, improves the prospects for success of the students, and draws on some existing strengths of the Division.

By increasing students' demand for courses in languages other than English, this change will specifically impact the departments offering such courses: History, Languages & Linguistics, Native Studies, Religion & Culture and cognate departments at St. Thomas More.

4. DESCRIPTION OF PROGRAM CHARACTERISTICS

Following is a summary of program changes by major:

Classical, Medieval and Renaissance Studies (4-year)

A2 Language Requirement (6 9 credit units)

Choose **6 Credit Units** from the following:

- [100-Level, 200-Level, 300-Level or 400-Level GRK Courses](#)
- [100-Level, 200-Level, 300-Level or 400-Level HEB Courses](#)
- [100-Level, 200-Level, 300-Level or 400-Level LATN Courses](#)
- [ENG 301.3](#)
- [ENG 306.3](#)
- [ENG 310.3](#)

or a single modern language at the intermediate level or higher. (This 6 credit units may be chosen from only one of the language options: see specific listing of courses below.)

- [ENG 301.3](#), [ENG 306.3](#), [ENG 310.3](#)
- [FREN 122.3](#), [FREN 125.3](#), [FREN 128.3](#), [FREN 212.3](#), [FREN 218.3](#), [FREN 220.3](#)
- [GERM 202.3](#), [GERM 204.3](#), [GERM 214.3](#), [GERM 217.3](#)
- [GRK 112.3](#), [GRK 113.3](#)
- [HEB 111.6](#)
- [LATN 112.3](#), [LATN 113.3](#)

- [SPAN 202.3](#), [SPAN 204.3](#), [SPAN 214.3](#), [SPAN 217.3](#)

Choose **3 Credit Units** from the following:

- | | |
|--|------------------------------|
| • CHIN 111.6 | • GRK 112.3 |
| • CHIN 130.6 | • GRK 113.3 |
| • CREE 101.6 | • HEB 111.6 |
| • CREE 120.6 | • LATN 112.3 |
| • FREN 103.3 | • LATN 113.3 |
| • FREN 106.3 | • RUSS 114.3 |
| • FREN 122.3 | • RUSS 117.3 |
| • FREN 125.3 | • SNSK 101.6 |
| • FREN 128.3 | • SPAN 114.3 |
| • FREN 218.3 | • SPAN 117.3 |
| • GERM 114.3 | • UKR 114.3 |
| • GERM 117.3 | • UKR 117.3 |
| • any senior-level language course provided that the prerequisite is met | |

Note: At most 6 credit units from one subject may be used in Requirements 1 to 4 to fulfill degree requirements. For example, if [ENG 110.6](#) is used in A1, then [ENG 301.3](#), 306.3, or 310.3 may not be used in A2. However, those senior ENG courses may be used in A6.

Classical, Medieval and Renaissance Studies (Honours)

A2 Language Requirement (6-9 credit units)

Choose 6 credit units in one of GRK or HEB or LATN

Greek

- [100-Level, 200-Level, 300-Level or 400-Level GRK Courses](#)

Hebrew

- [100-Level, 200-Level, 300-Level or 400-Level HEB Courses](#)

Latin

- [100-Level, 200-Level, 300-Level or 400-Level LATN Courses](#)

Choose **3 Credit Units** from the following:

- | | |
|--|------------------------------|
| • CHIN 111.6 | • GERM 114.3 |
| • CHIN 130.6 | • GERM 117.3 |
| • CREE 101.6 | • GRK 112.3 |
| • CREE 120.6 | • GRK 113.3 |
| • ENG 110.6 | • HEB 111.6 |
| • ENG 111.3 | • LATN 112.3 |
| • ENG 112.3 | • LATN 113.3 |
| • ENG 113.3 | • LIT 100.6 |
| • ENG 114.3 | • RUSS 114.3 |
| • FREN 103.3 | • RUSS 117.3 |
| • FREN 106.3 | • SNSK 101.6 |
| • FREN 122.3 | • SPAN 114.3 |
| • FREN 125.3 | • SPAN 117.3 |
| • FREN 128.3 | • UKR 114.3 |
| • FREN 218.3 | • UKR 117.3 |
| • any senior-level language course provided that the prerequisite is met and not more than 6 credit units in one subject are used for the Humanities or Languages Requirement. | |

English (all levels)

A2 Language Requirement (6-9 credit units)

Choose **6 Credit Units** from the following:

- [100-Level ENG Courses](#)

Choose **3 Credit Units** from the following:

- [CHIN 111.6](#)
- [CHIN 130.6](#)
- [CREE 101.6](#)
- [CREE 120.6](#)
- [FREN 103.3](#)
- [FREN 106.3](#)
- [FREN 122.3](#)
- [FREN 125.3](#)
- [FREN 128.3](#)
- [FREN 218.3](#)
- [GERM 114.3](#)
- [GERM 117.3](#)
- [GRK 112.3](#)
- [GRK 113.3](#)
- [HEB 111.6](#)
- [LATN 112.3](#)
- [LATN 113.3](#)
- [RUSS 114.3](#)
- [RUSS 117.3](#)
- [SNSK 101.6](#)
- [SPAN 114.3](#)
- [SPAN 117.3](#)
- [UKR 114.3](#)
- [UKR 117.3](#)
- Any senior-level language course provided that the prerequisite is met

History (all levels)

Philosophy (all levels, including STM)

Studies in Religion and Culture (all levels)

Studies in Religious Traditions (4-year, 3-year only)

A2 Language Requirement (6-9 credit units)

Choose **6 Credit Units** from the following:

- [CHIN 111.6](#)
- [CHIN 130.6](#)
- [CREE 101.6](#)
- [CREE 120.6](#)
- [ENG 110.6](#)
- [ENG 111.3](#)
- [ENG 112.3](#)
- [ENG 113.3](#)
- [ENG 114.3](#)
- [FREN 103.3](#)
- [FREN 106.3](#)
- [FREN 122.3](#)
- [FREN 125.3](#)
- [FREN 128.3](#)
- [FREN 218.3](#)
- [GERM 114.3](#)
- [GERM 117.3](#)
- [GRK 112.3](#)
- [GRK 113.3](#)
- [HEB 111.6](#)
- [LATN 112.3](#)
- [LATN 113.3](#)
- [LIT 100.6](#)
- [RUSS 114.3](#)
- [RUSS 117.3](#)
- [SNSK 101.6](#)
- [SPAN 114.3](#)
- [SPAN 117.3](#)
- [UKR 114.3](#)
- [UKR 117.3](#)
- any senior-level language course provided that the prerequisite is met and not more than 6 credit units in one subject are used for the Humanities or Languages Requirement.

Choose **3 Credit Units** from the following:

- [CHIN 111.6](#)
- [CHIN 130.6](#)
- [CREE 101.6](#)
- [CREE 120.6](#)
- [FREN 103.3](#)
- [FREN 106.3](#)
- [FREN 122.3](#)
- [FREN 125.3](#)
- [FREN 128.3](#)
- [FREN 218.3](#)
- [GERM 114.3](#)
- [GERM 117.3](#)
- [GRK 112.3](#)
- [GRK 113.3](#)
- [HEB 111.6](#)
- [LATN 112.3](#)
- [LATN 113.3](#)
- [RUSS 114.3](#)
- [RUSS 117.3](#)
- [SNSK 101.6](#)
- [SPAN 114.3](#)
- [SPAN 117.3](#)
- [UKR 114.3](#)
- [UKR 117.3](#)
- Any senior-level language course provided that the prerequisite is met

French

A2 Language Requirement (6-9 credit units)

- [FREN 122.3](#) and [FREN 125.3](#) or [FREN 128.3](#) and [FREN 218.3](#)

Choose **3 Credit Units** from the following:

- [CHIN 111.6](#)
- [CHIN 130.6](#)
- [CREE 101.6](#)
- [CREE 120.6](#)
- [ENG 110.6](#)
- [ENG 111.3](#)
- [ENG 112.3](#)
- [ENG 113.3](#)
- [ENG 114.3](#)
- [GERM 114.3](#)
- [GERM 117.3](#)
- [GRK 112.3](#)
- [GRK 113.3](#)
- [HEB 111.6](#)
- [LATN 112.3](#)
- [LATN 113.3](#)
- [LIT 100.6](#)
- [RUSS 114.3](#)
- [RUSS 117.3](#)
- [SNSK 101.6](#)
- [SPAN 114.3](#)
- [SPAN 117.3](#)
- [UKR 114.3](#)
- [UKR 117.3](#)
- any senior-level language course provided that the prerequisite is met and not more than 6 credit units in one subject are used for the Humanities or Languages Requirement.

Modern Languages

A2 Language Requirement (6-9 credit units)

Choose 6 credit units taught in the primary language:

- [FREN 103.3](#)
- [FREN 106.3](#)
- [FREN 122.3](#)
- [FREN 125.3](#)
- [FREN 128.3](#)
- [FREN 218.3](#)
- [GERM 114.3](#)
- [GERM 117.3](#)
- [RUSS 114.3](#)
- [RUSS 117.3](#)
- [SPAN 114.3](#)
- [SPAN 117.3](#)

Choose **3 Credit Units** from the following:

- [CHIN 111.6](#)
- [CHIN 130.6](#)
- [CREE 101.6](#)
- [CREE 120.6](#)
- [ENG 110.6](#)
- [ENG 111.3](#)
- [ENG 112.3](#)
- [ENG 113.3](#)
- [ENG 114.3](#)
- [FREN 103.3](#)
- [FREN 106.3](#)
- [FREN 122.3](#)
- [FREN 125.3](#)
- [FREN 128.3](#)
- [FREN 218.3](#)
- [GERM 114.3](#)
- [GERM 117.3](#)
- [GRK 112.3](#)
- [GRK 113.3](#)
- [HEB 111.6](#)
- [LATN 112.3](#)
- [LATN 113.3](#)
- [LIT 100.6](#)
- [RUSS 114.3](#)
- [RUSS 117.3](#)
- [SNSK 101.6](#)
- [SPAN 114.3](#)
- [SPAN 117.3](#)
- [UKR 114.3](#)
- [UKR 117.3](#)
- any senior-level language course provided that the prerequisite is met and not more than 6 credit units in one subject are used for the Humanities or Languages Requirement.

Studies in Religious Traditions (Honours)

A2 Language Requirement (9 credit units)

Choose **6 Credit Units** from the following:

- [CHIN 111.6](#)
- [GRK 112.3](#) and [GRK 113.3](#)
- [HEB 111.6](#)
- [LATN 112.3](#) and [LATN 113.3](#)

- [SNSK 101.6](#)

Choose **3 Credit Units** from the following:

- | | |
|--|------------------------------|
| • CHIN 111.6 | • GERM 114.3 |
| • CHIN 130.6 | • GERM 117.3 |
| • CREE 101.6 | • GRK 112.3 |
| • CREE 120.6 | • GRK 113.3 |
| • ENG 110.6 | • HEB 111.6 |
| • ENG 111.3 | • LATN 112.3 |
| • ENG 112.3 | • LATN 113.3 |
| • ENG 113.3 | • LIT 100.6 |
| • ENG 114.3 | • RUSS 114.3 |
| • FREN 103.3 | • RUSS 117.3 |
| • FREN 106.3 | • SNSK 101.6 |
| • FREN 122.3 | • SPAN 114.3 |
| • FREN 125.3 | • SPAN 117.3 |
| • FREN 128.3 | • UKR 114.3 |
| • FREN 218.3 | • UKR 117.3 |
| • any senior-level language course provided that the prerequisite is met and not more than 6 credit units in one subject are used for the Humanities or Languages Requirement. | |

5. RESOURCES

This change will affect students in Type A Bachelor of Arts programs (461 declared majors as of October, likely another 115-200 undeclared who are working on one of these programs). Some of these programs already require that students take a language other than English, so these students will have the option to take any Language course to fulfill the expanded requirement (including English and Literature courses). Given this, the College estimates that the change will affect approximately 75% of students in Type A programs, or about 125 students each year (500 over 4 years). Capacity exists to accommodate these additional students.

6. RELATIONSHIPS AND IMPACT OF IMPLEMENTATION

The main impact of this change will be felt by the Department of Languages & Linguistics, responsible for offerings of French, German, and Spanish, though there will also be some effect on History (responsible for Greek and Latin), St. Thomas More (currently responsible for offering courses in Russian and Ukrainian), Religion and Culture (responsible for Chinese, Hebrew and Sanskrit) and Native Studies (responsible for Cree).

The intention to add the requirement of a second language (other than English) was explicitly included in the College of Arts & Science Second Integrated Plan, in the Humanities and Fine Arts Second Integrated Plan Initiatives (1.7).

This change was discussed by the Academic Programs Committee (Humanities & Fine Arts) at their April 14, 2011 meeting, at which a motion was passed to support the creation of a proposal. A draft proposal was taken to the Division of Humanities & Fine Arts meeting on May 10, 2011 for consideration and notification that the proposal would appear in the September 2011 College Course and Program Challenge.

The proposal was included in the September 2011 College Course and Program Challenge. A number of comments were received (attached). The Academic Programs Committee (Humanities & Fine Arts) decided to refer the proposal to the Divisional Faculty Council for vote, at their meeting on October 5, 2011. The proposal was discussed, voted on and approved at the Divisional Faculty Council meeting on October 26, 2011.

Regarding student support for this change, we can provide the following statement: Supporting and expanding access to language instruction has been a prime area of discussion at a series of town halls in the Division of Humanities and Fine Arts. The dates on which these events took place follow: 17 February, 31 March, 8 April and 20 April 2011. These town halls were well attended, with over one hundred students at each, mostly from programs in the Fine Arts and Languages. In addition, this consultation also took the form of meetings with student representatives, including the then-President of the USSU, Chris Stoicheff (2 March 2011) and with representatives of the ad hoc student group Speak Up (30 March, 6 April 2011). It should perhaps be noted in passing that, led by Devin Clemens and Rachelle Ternier, in March 2011 that group collected over two thousand signatures on a petition in support of language instruction.

7. BUDGET

The Division will allocate \$30,000 per year for a minimum of 4 years (period covered by the Third Integrated Plan) to provide increased capacity in introductory language courses. This allocation will be made from the Divisional operating budget.

College Statement

From David J. Parkinson, Vice Dean, Division of Humanities and Fine Arts, College of Arts & Science

The College of Arts and Science is supportive of the proposed change to the Language requirement for Humanities (Type A) Bachelor of Arts programs. This change will ensure that all students in these programs take a minimum of 3 credit units in a language other than English. This requirement is seen as a step to helping students develop skills to engage in a global society, prepare for Graduate programs, and to be on an even footing with students from other institutions where such requirements are not uncommon.

As detailed above, the proposed change was approved by the Division of Humanities & Fine Arts on October 26, 2011. While there are individual faculty members opposed to the change, for a variety of reasons, not one Department expressed opposition as a majority view. The change was supported by the faculty of the Department of Languages & Linguistics, who can reasonably be expected to experience the greatest impact.

Related Documentation

Include any related documentation which is relevant to this proposal, such as:

- Excerpts from the College Plan and Planning Parameters

Excerpt from College of Arts & Science 2007 (2nd) Integrated Plan

Humanities and Fine Arts 2nd Integrated Plan Initiatives October 15, 2007

Theme 1: To Enhance Student Experience with Innovative Teaching and Programming in a Student-Centred Environment

1.7 Requirement of a Second Language (other than English) of all Students in Four-Year Undergraduate Programs in the Division.

Description: a meaningful undergraduate education in the Humanities and Fine Arts requires significant exposure to a second language other than English. The current College requirement of a second language that can be fulfilled by taking six credit units of English does not adequately reflect this principle in this Division.

Outcomes: a stronger and more meaningful undergraduate student experience; a more appropriate preparation for the student entering a globalized economy; a student better prepared for the second-language requirement in all graduate programs.

Resources: one additional faculty position in the Languages and Linguistics Department to fulfill the increased demands this initiative will create.

Measurements: greater student satisfaction and preparation for employment and for graduate programs.

Timeline: in the fall of 2008 this initiative will be introduced to apply to all four-year Honours students in the Division. By 2010 it will apply to all four-year students in the Division.

Responsibility: Associate Dean, Humanities and Fine Arts.

Information from the College of Arts and Science Integrated Plan and the Division of Humanities and Fine Arts Integrated Plan October 2011

The Division of Humanities and Fine Arts has committed \$30,000 per year for each year of the plan, to increase capacity in introductory language courses. (This information appears on page 8, item 3 of the Division of Humanities and Fine Arts plan, in the Innovation in Academic Programs section.) The change from the full faculty position indicated in the College's 2nd Integrated Plan reflects that this change is currently being applied to the Humanities programs only, rather than all Arts & Science programs. Implementing this new requirement more broadly will be part of the discussion surrounding Arts & Science curricular mapping and program renewal, which is scheduled to occur over the period of the Third Integrated Plan. (This information appears on page 11 of the College of Arts and Science plan, in the Innovation in Academic Programs and Service section.)

Comments received regarding the proposal to increase the language requirement from 6 to 9 credit units for Type A Bachelor of Arts programs:

Date:Thu, 15 Sep 2011 14:38:17 -0600

From:Frank Klaassen <frank.klaassen@usask.ca>

To:David J. Parkinson <djp027@mail.usask.ca>, Alexis Dahl <alexis.dahl@artsandscience.usask.ca>
David and Alexis,

I'm not sure who is receiving reactions to the proposed change in language requirements. It seems to me that this requirement should be College-wide and not limited to Humanities and Fine Arts.

Frank

--

Frank Klaassen

General Editor, Opuscula: Short Texts of the Middle Ages and Renaissance

President, Societas Magica

Director, Classical, Medieval, and Renaissance Studies

University of Saskatchewan

Subject:RE increase in Language requirement for Program A students from 6 - 9 cus

Date:Thu, 15 Sep 2011 15:15:50 -0600

From:Angela Kalinowski <angela.kalinowski@usask.ca>

To:challenge.coordinator@artsandscience.usask.ca

Encouraging humanities students (Program A) to study foreign languages is an excellent idea. I support the proposal to have foreign language certainly make up 3 cus of every humanities students degree. In the ideal world, I would go even further than this and have the language requirement be a 6 cu **foreign** language requirement. The ideal of internationalizing the curriculum will also partly be served by this. Indeed, I can imagine partnerships with Universities in other countries where our students might go to study a foreign language not offered on this campus. (In an even more ideal world all programs offered in the college of Arts and Science -Hum, F-A, Science and Soc sci- would have a 6-cu foreign language requirement). Why study language? Are there any real benefits other than idealism? Foreign language study changes the brain: new neural pathways are created. Foreign language study (esp Latin, Greek & romance languages helps build vocabulary for english speakers. Foreign language study underpins understanding other cultures. And has other 'practical' applications, if the previously listed are not practical enough (interested in doing business in china? study Chinese!)

thanks

Angela Kalinowski

Subject:Increase in language requirements for Program Type A students

Date:Mon, 19 Sep 2011 17:00:09 -0600

From:Jim Handy <jim.handy@usask.ca>

To:challenge.coordinator@artsandscience.usask.ca

Dear colleagues in the Division of Humanities and Fine Arts,

I oppose this measure strongly and I would like to outline the reasons for my opposition below.

Let me say, first, that my opposition to this is not in any way meant to question the value of language courses or the benefits students might gain from taking a second language. My students, as much as those of anyone in the Division, require a working knowledge and facility in one of the languages taught in the department of Languages and Linguistics; every single one of my graduate students has to be able to function---at least---in Spanish. The utility of another language is obvious and the benefits of studying another language go well beyond simple utility.

My opposition to this measure, then, is based on four concerns:

1/ Making such a change now makes little sense. We are in the middle of considering an IP3 project that promises substantial changes to the way our Division functions. We are also considering a First Year Review report that should mean both substantial changes to curricula in all Departments and a significant reconsideration of the goals outlined for undergraduate instruction in the Division. If these documents do not produce this kind of re-evaluation, then they have failed. In such circumstances, it makes little sense to make a major change to Program Type A requirements this year, before these more generalized revisions are created. At this point, it makes good sense to interrogate all of the various requirements in the Program Type A monitor, not simply change one.

2/ My second objection is a crass concern about numbers. This measure, by definition, is designed to get students to do what they have proven reluctant to do. This might not matter if students have no choice. But, in a Division that is increasingly reliant on numbers to generate income, anything that dissuades those students who have a choice from taking a degree in Program Type A (Humanities and Fine Arts) is problematic. History would suffer from this more than any other Department in the Division, I expect, because the most common alternative for our students are degrees and courses in the Social Sciences, Political Studies and Anthropology mostly. There is no doubt that for a certain number of these students, the requirement to take 3 cu. in a 'foreign' language will be a deciding factor. How many such students there will be, we do not know. I am not anxious to gamble that it will not be considerable.

3/ No one has presented a credible pedagogical argument for this measure. The most complex arguments provided are that studying another language both provides students with useful tools and 'opens students minds'. There is no doubt that this is true. But, is it more true for Languages than for Philosophy or, even, History? We mandate no such minimum requirement for these disciplines in Program Type A. And, even if this were true, how does it apply to 100 level English classes? Increasing the language requirement in order to prevent students from meeting it completely through English classes avoids the whole question of the pedagogical justification for allowing students to use English classes to meet the requirement. At the very least, the measure should be changed to prevent students from using English to meet it and reduce the requirement to 3. But, I would oppose that as well.

4/ This is not even beneficial to the programs in Languages and Linguistics. The various streams in Languages and Linguistics need to focus on building credible, popular, sequenced programs with appropriate numbers of students at various levels. This is done by building good programs and by working hard to attract willing 100 level students into upper year courses. No program benefits from a huge influx of (reluctant) 100 level students, requiring either an overwhelming reliance on sessionals or over burdening faculty with 100 level instruction. This is especially problematic in Languages where the size of 100 level courses must be kept low and where such junior language acquisition is different from what most faculty are trained in and what they enjoy teaching. This measure will make reforming the programs in Languages more difficult not less, and ensure that these programs become even more a service station for 100 level students and even less integrated wholes. Such a measure will make it exceedingly difficult to introduce reform to our programming, as it has at every other university where it has been introduced.

In short, this measure should be abandoned. If not abandoned, it should at least be deferred until we have dealt with programmatic changes resulting from the new Integrated Planning Process and the First Year Review. What we need to do at this point is interrogate all of the requirements in our Program Type A to ensure that they continue to meet our needs in the Division rather than making piecemeal, but important, changes to the requirements.

Thank you,
Jim Handy,
Head, Department of History

Subject:language requirement

Date:Mon, 26 Sep 2011 14:14:33 -0600

From:Ludmilla Voitkovska <ludmilla.voitkovska@usask.ca>

To:challenge.coordinator@artsandscience.usask.ca

CC:David Parkinson <david.john.parkinson@usask.ca>, Lisa Vargo <lisa.vargo@usask.ca>

Hello Alexis,

I am writing to offer my unconditional support to the increase of language requirement currently under the Committee's consideration. This is the first step in bringing the language requirement at the University of Saskatchewan on par with that of other medical doctoral universities in Canada. Studying languages other than English advances two important University priorities: internationalization, of which languages are a core, and experiential learning.

This University used to require students to study languages other than English, and, having abolished the proper language requirement more than thirty years ago, has had to face negative consequences of this decision both in the quality of academic programs, and in state of international languages as a discipline.

Thank you.

With regards,

Ludmilla Voitkovska

Department of English

Subject:Proposed change to Humanities language requirement

Date:Tue, 27 Sep 2011 13:53:53 -0600

From:Yin Liu <yin.liu@usask.ca>

To:Alexis Dahl <alexis.dahl@artsandscience.usask.ca>

CC:Lisa Vargo <lisa.vargo@usask.ca>, Allison Fairbairn <allison.fairbairn@usask.ca>

Alexis:

This is just a note to inform you that the Undergraduate Committee of the English Department has reviewed the proposal currently posted to College Challenge, 'Change to Language requirement in Type A (Humanities) BA program', and supports it in principle. We do not anticipate any significant impact on our programs or courses as a result of the proposed change.

All members of the English Department have been invited to respond to the proposal individually, if they wish, and some may do so.

Since this is not a challenge *per se* I am sending this note to you directly, and you may pass it on to the Programs Committee if that would be appropriate.

Yin Liu

English Undergraduate Chair

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Yin Liu

Department of English

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yin.liu@usask.ca

Subject:new Type A language requirement

Date:Tue, 27 Sep 2011 15:22:42 -0700

From:Susan Gingell <susan.gingell@usask.ca>

To:challenge.coordinator@artsandscience.usask.ca, Yin Liu <yin.liu@usask.ca>

Hello Alexis,

I am writing to endorse the proposed program change to requiring 3 cu of a language other than English for Type A graduation and in fact urge that this change be the first step to boosting the College's language-teaching capacities and the requiring for graduation of 6cu of a language other than English of all HUMFA students. At the same time I would like to suggest that the Division moderate the claim that

3cu of a language other than English is going to improve students' employment prospects. Claiming that students who *know* another language than English may well have better employment prospects seems to me more realistic.

Susan

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Susan Gingell

Professor of English, University of Saskatchewan

President, CACLALS (Canadian Association of Commonwealth Literature & Language Studies)

Visiting Scholar, University of British Columbia, 2011-12

Subject:Changes to Language Requirements in Program Type A

Date:Wed, 28 Sep 2011 12:05:00 -0600

From:Robert Englebert <r.inglebert@usask.ca>

To:challenge.coordinator@artsandscience.usask.ca

I am writing to express my deep concern regarding changes being proposed for the language requirements for the BA - Type A, from 6 to 9 credits.

Let me start by explaining that I research in French and teach courses on French North America.

Therefore my undergraduate students benefit from some knowledge of French and my graduate students require a certain level of proficiency in the language.

That being said, I am very concerned about this change to the requirements for a number of reasons.

1. Jobs. I am a French immersion graduate, who completed my undergrad and graduate work at bilingual institutions. I also took several years of Spanish and Italian. Prior to grad school I worked for years in business in positions that made use of my French language skills, and I can say with absolute certainty that one 3 credit course in second language instruction will not provide sufficient knowledge in the language to help students on the job market. This is particularly true for French, where students with bare-minimum rudimentary knowledge will not be able to compete with Fransaskois or French immersion students in Saskatchewan, and certainly not as one heads further east. And there is absolutely no way that 3 credits would get a student anywhere close to even the minimum standards for Canada's government workplace. The idea that taking an introductory course in a language would help with employment, quite frankly, shows a great deal of ignorance regarding the various requirements for 2nd and 3rd language proficiency in the workplace. If this is truly the goal, then students should not be able to use English at UofS (an English institution) to meet their language requirements. 9 credits of language training might in some instances bring a student close to minimum standards for a work environment.
2. I have yet to see a pedagogical justification for this change. Yes, languages open students' minds, but more than History, Philosophy, or other disciplines? Language courses can certainly benefit history courses, but it works the other way around as well. A history course on Latin America, France, French Canada, etc., provides invaluable context for students taking a language course and could help fuel their interest in learning those languages. Yet history is not mandated, nor are other disciplines. There is a big difference between suggesting and mandating these types of courses. Without a solid pedagogical justification for this decision, it could devolve into the realm of language politics, which has the ability to polarize faculty and students alike. I'm not sure that this is worth the risk.
3. Numbers. This seems to be a simple numbers grab for languages and linguistics, just as the 6 credit requirement currently funnels student into English. With no credible employment or pedagogical argument, there is little else to explain why students would be forced into these classes. It would of course take students out of courses from other departments. Students will be given less choice and it could easily send students over to the social sciences. At the very least, if this is to be instituted, do it across the entire college. It begs the question of whether or not it is worth the risk of alienating students who have shown a reluctance to take these courses of their own free will?

In addition, I'm not sure that this will really benefit languages and linguistics. By creating a glut at the 1st year level, which necessarily requires small classes for instruction and likely a dramatic increase in

sessional and regular faculty instruction, would likely stretch departmental resources. It is not clear how, if at all, this will help languages and linguistics beyond a first year numbers bump.

4. Timing. The timing of this makes no sense whatsoever, in the middle of the IP3 project and before potential sweeping changes to first year curriculum as per the review last year.

Best,

Robert Englebert

--

Robert Englebert

Assistant Professor

History

9 Campus Drive

University of Saskatchewan

Saskatoon, SK, S7N 5A5

Canada

306-966-5219

Subject:changes to language requirement challenge

Date:Wed, 28 Sep 2011 12:47:02 -0600

From:Lisa Smith <lisa.smith@usask.ca>

To:challenge.coordinator@artsandscience.usask.ca

Dear Alexis,

I am concerned about the proposed language requirement for Program Type A students, particularly since there has been no discussion across the division.

First, I am not sure that students would learn anything substantial in a junior-level 3 cu language course.

These courses, I fear, would be along the lines of "A Taste of France" and by the end of it the students might have learned at best some basic vocabulary and how to read French menus.

Second, I think that there would be a stronger pedagogical rationale for requiring students to take at least 6 cu in a language other than English. That requirement is in fact common at many other universities.

That at least gives a decent basic grounding in a language. Learning a language well could even be one of the main selling points for the humanities (the ultimate 'transferable skill'). However, is 3 cu really sufficient to learn a language or, indeed, even to understand a culture? 3 cu seems like a token requirement -- and one that might have disproportionate enrollment repercussions.

Finally, it is important at a time when enrollment has become such a key issue for the division that we consider collectively what the implications of a language requirement for our division might be. Just thinking about history -- a student might choose to take a cognate discipline in Social Sciences, such as sociology, in order to avoid the language requirement for Humanities. As it is, many of my first years are torn between history and political science.

If we are going to impose a language requirement, we need to think more carefully about it.

Sincerely,

Lisa Smith (Associate Professor, European History)

Subject:The language requirement.

Date:Thu, 29 Sep 2011 15:02:20 -0600

From:Philip Dwyer <phil.dwyer@usask.ca>

To:alexis.dahl@artsandscience.usask.ca

Hi Alexis. I want to register my view against the proposed extra language requirement for Humanities. I believe it will negatively affect enrollment in the division, which it cannot risk at this time.

Yours sincerely,

Phil Dwyer

Dept. of Philosophy

Subject:language requirement

Date:Fri, 30 Sep 2011 15:37:55 -0600

From:Julio Torres Recinos <julio.torres@usask.ca>

To:Alexis Dahl <alexis.dahl@artsandscience.usask.ca>

It can be argued that learning a second language can benefit students personally and professionally. It can broaden their horizons and open up new opportunities career wise. For example, for History students interested in Latin America, knowing Spanish, or Portuguese by the same token, can allow them to communicate directly with locals, something that can be seen as a good sign by the local people and which can help the scholar in obtaining information. The scholar can also read documents and books in the original, which will allow him/her to consult sources directly, which may not be in translation. Students in English, for example, might want to read a literary work in the original, gaining a deeper understanding of the text, and enabling them to compare the original with a translation. Reading a work in the original language might lead them into a comparative approach. There is no question that reading a second language is always necessary for a Philosophy student as many philosophical texts are written in German, French, Italian, Greek, etc. And we know that often Music scholars need to be able to read or pronounce German, Italian and French.

Obviously I support this language requirement. Even if students get to take 3 cus of in a second language, this exposure might encourage them to take further language courses later on. Learning a second language should be a integral part of a well rounded university education.

Julio Torres-Recinos

Spanish

Response to Comments Received Regarding Change to Language Requirement for Type A programs

David Parkinson, Vice-Dean

The Academic Programs Committee (Humanities and Fine Arts) received comments regarding the proposal to increase the Language Requirement for Type A (Humanities) programs from 10 faculty members. Of these, six supported the change and four did not. The information below addresses the questions raised in these comments.

1. Question regarding why the change is not being made to all programs in the College of Arts & Science.

Divisions only have authority over Divisional programs. It was felt that the best way to move this forward was to start with the Humanities programs, the category which includes the language programs. This will allow the Division and the College to judge the effect of this change, and make an informed decision on whether to expand it to other program types.

2. Question regarding the inclusion of Latin in the language options for this requirement.

Research supports that second language learning enhances students' ability to learn, no matter what language is learned. A report written by the National Education Association (US) in 2007 states that second language study benefits academic progress in other subjects, benefits higher order, abstract and creative thinking, and benefits basic skills development, among an number of other positive outcomes. (<http://www.ncssfl.org/papers/BenefitsSecondLanguageStudyNEA.pdf>)

While it is true that Latin is no longer spoken, and therefore students who choose it will not have the advantage of communication with native speakers, the other benefits remain. A number of English words have come from Latin roots, so learning this language will help students to gain a better understanding of their (likely) first language. As well, Latin is still widely used in Biology, Medicine and Law.

3. Questions regarding timing of this change.

The questions regarding the timing of this change are based on people looking forward to the College and Division's 3rd Integrated Plans (IP3), scheduled to start next year, which include commitment to curricular innovation and renewal. The fact of the matter for this change is that it was proposed in the 2nd Integrated Plan (IP2), and we are actually coming to it a bit late (last year of the plan), rather than too early. The IP3 plan for curriculum renewal requires that the process be data driven, and will take several years. In that time, it is likely that no single program will remain unchanged. The existence of future plans for potential change to not justify leaving this previously approved idea behind.

4. Questions regarding student numbers in Humanities (specifically History) programs.

There is no data to support that students will leave Humanities programs if they are required to take a language course. The common requirement for all Humanities students will soon make this "normal". Dr. Handy points out that the "most common alternative for [History] students are degrees and courses in the Social Sciences". This is true, though anecdotal evidence indicates that the most common alternative for History students is the International Studies program, which requires at least 12 credit units of second language study in each stream.

The original proposal predates TABBS. This is not and never has been an attempt to be a "simple numbers grab for languages and linguistics". This change is based on the belief that second language training is beneficial to students. To support that view, requirement for such training will be required.

The Division has every confidence in the capacity of the Department of History to continue to offer an excellent program which attracts a diverse student cohort.

5. Question regarding rationale for this change, as opposed to an increase to the Humanities requirements instead.

No argument is being made that Language learning is more important than courses such as History or Philosophy. The fact of the matter is that students in Type A programs are required to take 12 credit units in the Humanities (CMRS, HIST, PHIL, RLST, WGST and all language courses) and another 6 credit units in Language. The Humanities requirement is usually fulfilled by taking 6 credit units in the major area (required) and 6 credit units from another non-language option. The Language requirement is fulfilled by taking English. This change will not require students to make different choices in these areas, merely to add 3 credit units of second language as well, at the expense of 3 credit units of unrestricted elective. Students in a program which

already requires language study will be able to fulfill the additional 3 credit units with any language course, including ENG and LIT.

6. Question that this change is of no benefit to the Department of Languages & Linguistics.

It is the case that the affected Departments feel that this will be beneficial. It is not unreasonable to consider that as more students take the introductory language courses, the pool of students who may go on to take more language courses will be larger and therefore more students can be expected to do so. This may lead to more language majors, but even more likely more students pursuing Minors and Recognitions in languages.

7. Question that this change has no effect on students' job prospects.

The proposers do not intend to indicate that one introductory second language course will help students find employment. But, by integrating second language learning in the Humanities programs, students may pursue higher level language learning, which will be of benefit.

8. Question that 3 credit units is insufficient to provide substantial benefit.

The Division agrees that students will gain the most benefit from taking more than 3 credit units of second language courses. The Division also believes that students would gain additional benefit from taking more courses in many other areas, but there are limits on what students can do and be expected to do within 90 or 120 credit units while maintaining necessary flexibility. Adding a 3 cu requirement is a reasonable way to test the effect of such a requirement, while respecting the resources available.



Memorandum

To: David Parkinson, Vice-Dean, Humanities & Fine Arts, College of Arts & Science;

Alexis Dahl, Director of the Programs Office, College of Arts & Science

From: Julio Torres-Recinos, Acting Head, Department of Languages & Linguistics

Date: November 24, 2011

Re: Language Requirement

The Department of Languages and Linguistics fully supports the change in Language Requirements to 9 cu in type A programs (minimum 3 cu from a language other than English). This change has been necessary for a long time and our Department has been lobbying to make it happen for years. We believe that taking at least 3 cu of a language other than English provide students with some exposure to a language and this perhaps will motivate them to take more courses in that language. By approving this change, our University will be sending the message that learning a second language is important in this era of globalization. It also sends the message that there is a close connection between learning a second language and internationalization. It sends a good signal when we make an effort to communicate with others in their language. The personal and professional satisfaction of learning a second (or a third) language can be enormous.

For the Department of Languages and Linguistics this change will mean more students at a time when enrolments count. It will mean that the University and the College stand behind a small department as this will mean more resources and more students for us. It is for all of these reasons that we strongly encourage approving this Language Requirement.

If you have any questions or concerns, please do not hesitate to contact me at 966 5681.



Julio Torres-Recinos

College of Arts and Science

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To: Dr. David J. Parkinson, Vice Dean, Division of Humanities and Fine Arts

From: Braj M. Sinha, Head, Department of Religion and Culture

Date: November 25, 2011

Re: Expansion of Language Requirement for the Program Type A

The Department of Religion and Culture strongly supports the new Division of Humanities and Fine Arts proposal to expand the language requirements for students within the Division. The proposal to expand the language requirement from the current 6cu to 9cu is a belated but appropriate response to the need of the liberal arts education in a globalized economic and cultural environment in which our students are finding themselves involved increasingly.

The Department of Religion and Culture considers language instruction as an important way to expose our students to varied cultural perspectives contributing to the expansion of their mental horizons and equipping them with important analytical skills.

The Department requires its majors to take at least six cu in a language relevant to their area of concentration within the Department. These languages include Chinese, Sanskrit, Hebrew, Greek and Latin. Most students declare their major in the second or the third year, and by that time they may have taken 3cu English as part of the language requirement stipulation of the Division of Humanities. This effectively means that they have only 3cu room for a non-English language in their program of studies. We believe that at least 6cu, preferably 9cu, in a language gives students the minimum necessary competence to be able to familiarize themselves to the subject matter and the relevant literature enshrined in a language other than English. Most Religious Studies programs in the country have minimum 6cu language requirement.

Most importantly the Department of Religion and Culture, offering courses in non European languages strongly believes that Languages are an important tool to introduce students to the cultural context of different modes of thinking and acting. Learning languages empowers our students with different skill sets and analytical acumen in a world which is becoming increasingly competitive on account of the changing geo-political and economic scenario needing competence in non-European languages and cultures.

The Department believes that expansion of the current language requirement in the Division is one important step in the direction of giving University of Saskatchewan students advantage over others. We wholeheartedly support this initiative.

Sincerely,

A handwritten signature in black ink, appearing to read 'B. Sinha', with a stylized, flowing script.

Braj M Sinha, Ph.D., D.Litt.
Professor and Head

Phone : (306) 966-4258

Fax : (306) 966-6804

Email: braj.sinha@usask.ca

From: [Carl Still](#)
To: lfp421@mail.usask.ca;
cc: [Fornssler, Cathie](#); [David Parkinson - EXT](#); [Alexis Dahl](#);
[Patti McDougall](#);
Subject: Proposed change to Humanities language requirement
Date: Tuesday, November 29, 2011 5:26:06 PM

Dear Professor Proctor:

I understand that the Academic Programs Committee has been studying the recently proposed change to the Type A Program (Humanities) in Arts and Science. I have reviewed the proposed increase of 3 credit units to requirement A2 whereby students would be required to take at least 3 credit units of language outside of ENG. I have been directly consulted on this matter and have also discussed it with Dr. Patricia McDougall, Associate Dean of STM. As representatives of a college offering Language courses and contributing to the Type A Program, Dr. McDougall and I support this proposed change.

Thank you for your consideration of our views. I am writing to you by email in the interest of time, as I understand your committee meets tomorrow.

Sincerely,

Carl Still

Professor Carl N. Still
Dean
St. Thomas More College
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