Department News

A note from the Editor

Due to the large amount of information submitted for this newsletter, not all attachments will be mentioned in the main body of this edition. Please be sure to look through the attachments carefully.

Possibility for Graduate Research Grant

The Office of Research and Economic Development, in collaboration with the Office of Graduate Studies, sponsors an annual Graduate Research Fair/Poster Session to showcase the outstanding quality and diversity of graduate level research and creative activities at UNL. This year’s event will be held Tuesday, April 15, 2014.

We plan to return to an awards competition that would provide selected students, whose research poster presentation is deemed outstanding by faculty judges, a $400 travel grant which awardees may use for travel to conferences. All graduate students with appropriate research experience will be encouraged to participate in this competition.

The key to the success of an awards competition, however, is faculty participation. We propose that graduate chairs (or their designees) from each of the six areas listed above be enlisted to serve as judges for the poster competition.

The Graduate Research Fair Poster Session is an excellent opportunity to inform the University community of the wealth of research being done by our graduate students and to highlight their dedication and accomplishment in their respective fields.

Please let Casandra know if you are interested in participating in this event, as a faculty judge or graduate participant, by January 30, so she can pass the information on to the hosting departments.

Please send your announcements, Bravos and events for the weekly newsletter to Casandra (csiefkes2@unl.edu) by 5 pm on Thursdays.
Call for Proposals for New Learning Communities

UNL departments/programs are invited to submit proposals for the creation of new First-Year Learning Communities, to begin fall 2015. First-Year Learning Communities are a critical means of support for students as they navigate the academic and social transitions to college life. Students in a First-Year Learning Community share several experiences that enhance their freshman year, including: learning together in co-enrolled classes, living together on the same residence hall floor, and connecting with faculty/staff, upperclass student mentors, other students, and professionals in their field of study through exclusive events and activities.

Research tells us that UNL students who participate in a Learning Community are more successful academically, including higher first-semester GPAs and being more likely to graduate on time. Also, past students regularly describe their Learning Community experience in glowing terms, ranging from “Makes the transition from high school to college so much easier when you have a large group of friends on the first day,” to “The professors involved in my learning community are awesome!”

For information on currently available First-Year Learning Communities, visit: http://unl.edu/learncom

Proposals are due April 1, 2014. For more information, visit: http://go.unl.edu/newlc

Professional Opportunities in Digital Humanities

January 21, 2014 // 5:00-6:30 p.m.
Library Instruction Room, Love Library South 110

This workshop will introduce students to conference, publication, training, and fellowship opportunities in Digital Humanities at the local, national, and international level. Participants will learn about specific opportunities available at this time--such as calls for proposals for the 2015 meetings of the American History Association and the Modern Language Association, a Programming for Humanists course from Texas A&M that can be attended via Google Hangouts, and a new project incubator for students available here at UNL--and we’ll discuss how to find out about future opportunities.

Questions? Contact Liz Lorang at llorang2@unl.edu or at 402-472 4547.
Calls for Papers
See Bulletin Board in 1107 for more information

- Cultural Studies Graduate Student Conference; University of New Mexico; Albuquerque; DUE: Feb. 20
- ITICAM; Dubai, United Arab Emirates; DUE: Jan 29

Bravo!
Lola Lorenzo and Ana López Aguilera

their Textbook “Toma Nota” currently being used in several Spanish 303 classes will be published by the Spanish publishing house “Every View Didáctica” as an e-book.

CIC Meeting Materials

Attached are materials distributed at a CIC meeting this past fall that might be of interest: one is a syllabus of a European culture course taught at the University of Illinois; the other is an analysis of Rosetta Stone language materials.

Nominate Your Students
to write an essay in their second language (Arabic, Chinese, English, French, Russian or Spanish).

Winners will be sponsored to participate in a Global Youth Forum to take place between June 25-29, 2014 at the United Nations in New York City.

See attachment for complete details and submission link.
Spanish Basic Level Help Center

For students in Span 101, 102, 201, 202, or 210 who need a little extra help with

- homework
- studying for a test
- editing a paper
- understanding a new topic

Hours
Mon // Wed // Fri
9:30 - 11:20
12:30 - 2:20
Language Resource Center // 1126 OLDH

modlang.unl.edu | @UNLModLang | 472-3745
SPANISH TABLE IS BACK!!

EVERY FRIDAY AT 6 pm at THE COFFEE HOUSE (PANACHE)

CONTACT: Andrea Sirvent OFH1115
Kawasaki Reading Room Presents

OF JAPAN: THE ANCIENT AND THE CONTEMPORARY
PART ONE

A PRESENTATION ON TEAS BY
TIM SMITH, OWNER OF THE TEA SMITH

TEA TASTING FOLLOWED BY LECTURE

FRIDAY, JANUARY 31ST, 2013
3:00PM-3:30PM TEA TASTING
3:30PM-4:30PM LECTURE

JACKIE GAUGHAN MULTICULTURAL CENTER
ROOM 301, THIRD FLOOR
1505 S STREET, LINCOLN, NE 68588

PLEASE RSVP BY JANUARY 24TH
CONTACT DAN RILEY, DVRILEY2@UNL.EDU
Call for Proposals
Kelly Fund
2014

Research to Improve Teaching

The University of Nebraska, under the will of Mabel Elizabeth Kelly, holds funds to be used “at the discretion of [the] Board of Regents to foster research looking to the improvement of teaching in the University.”

“To foster research looking to the improvement of teaching in the University” means that all successful proposals must request funds for research that hopes to improve teaching. This year’s Kelly Funds will go to research proposals which emphasize interdisciplinary, intercampus, or international approaches in subject matter or audience. Grants are generally in the range of $5,000 up to $25,000. Grants will not cover fringe benefits; any benefits paid will be the responsibility of the campus.

Proposals will be ranked at the campus level and must be approved and submitted through the Vice Chancellor for Academic Affairs in order to be considered. The Vice Chancellor’s Office shall rank the proposals in terms of how they further university/campus strategic goals and forward no more than the top five to the Provost’s Office for review.

Funding may be requested for up to two years. Funding for a second year will be contingent upon a project progress report to the Executive Vice President and Provost by March 13, 2015.

The attached application form must accompany your proposal. The proposal should not exceed five pages, including diagrams, illustrations, references, and the budget sheet. Additionally, the proposal should be single-spaced with a font size of 12 and with one-inch margins.

Proposals for funding should be submitted to the campus Vice Chancellor for Academic Affairs by January 24, 2014. The Vice Chancellor for Academic Affairs should forward to the Provost’s Office by February 28, 2014 the ranked list of proposals from the campus.
Kelly Fund Proposal Requirements

Each proposal should include the information requested below. **Your total application, excluding cover sheet, should not exceed five single-spaced pages.** Deadline to turn in to the Office of the Vice Chancellor for Academic Affairs is January 24, 2014. The Vice Chancellor’s Office should forward the applications to the Office of the Provost by February 28, 2014.

1. Application cover sheet (see attached form)
2. Brief Description of the **Research** the applicant intends to carry out
3. Evidence that this research will be used to improve teaching
4. Description of how this proposal will advance campus/university strategic goals
5. Indication of whether this proposal is for one or two years of funding
6. Timetable for completing the project
7. Detailed budget sheet indicating how the funding will be used over year 1 and year 2 (if applicable)
Kelly Fund
Application Cover Sheet

Title of Proposal: ____________________________________________
______________________________________________________________________________
______________________________________________________________________________

Primary Applicant: ____________________________________________

Rank: ____________________________________________

Department: ____________________________________________

Campus Address: ____________________________________________

Phone: __________________________ Email: __________________________

Co-Applicant(s), Department, and Campus:
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Total Amount of Funding Requested (by year): ______________________________

History of Other Sources of Funding for this Project: ______________________________
______________________________________________________________________________
______________________________________________________________________________

Primary Applicant’s Signature __________________________ Date: ________________

Signature of Support from Applicant’s Dean __________________________ Date: ________________
Are you interested in the Digital Humanities but don’t know where to begin? We can help!

This 2-day DH Bootcamp will begin with baseline HTML and CSS to ensure everyone starts at the same level. Breakout sessions exploring specific topics will give you hands-on experience with a variety of useful tools. Topics include: mapping, image analysis, text analysis, social networking, and metadata and preservation.

The DH Bootcamp will take place at the University of Nebraska—Lincoln from April 9-10, 2014, just prior to the Nebraska Forum on Digital Humanities hosted by the Center for Digital Research in the Humanities. Registration is required but free of charge thanks to support from the University of Nebraska’s Department of History and History Graduate Students’ Association. However, there will be an optional lunch on Wednesday April 9th provided for $10.


If you have further questions, contact Rebecca Wingo and Brian Sarnacki at dhbootcampunl@gmail.com.
Funding Opportunity: Graduate Fellowship (Master’s) in Digital Humanities

Stipend: $12,000 per year for two years

Application Procedure: Apply for admission to the Languages, Literatures and Cultures Department by Jan 30, 2014 and email a CV and cover letter to the address below

The Department of Languages, Literatures and Cultures at McGill University is offering a 2-year fellowship to an incoming master’s student to participate in the recently funded Digging into Data project, “Global Currents: Cultures of Literary Networks, 1050-1900,” directed by Prof. Andrew Piper.

Project Overview
This project undertakes the cross-cultural study of literary networks in a global context, by integrating new image-processing techniques with social network analysis. Four unique databases will be examined, ranging from post-classical Islamic philisophy to the European Enlightenment. For more information, see literarytopologies.org

Research Team
Humanities scholars and computer scientists located at McGill University, Stanford University (U.S.A.) and Groningen University (Netherlands) will be involved in this project. The McGill team includes researchers from the Department of Languages, Literatures and Cultures, the Department of East Asian Studies, the Institute of Islamic Studies, and the School of Computer Science. The master’s fellow will be based in the Department of Languages, Literatures and Cultures and will be supervised by Prof. Andrew Piper.

Duties and Responsibilities
The master’s fellow will participate in all facets of the research project, learning about new techniques of visual language processing and social network analysis. Previous experience in digital methods and/or text mining an advantage. The fellow will participate in group meetings, develop a thesis around the project, and prepare research reports and other materials to facilitate knowledge sharing within the Digging into Data/Global Currents team and with external audiences.

Financial Support
The student will receive a stipend of $12,000 per year for two years.

To apply
Students wishing to be considered for this fellowship must apply for admission to the Languages, Literatures and Cultures master’s program by Jan 30, 2014. The successful student will begin work in the Fall 2014 semester. Please see the departmental admission requirements and application procedures and apply via McGill’s online application system. In addition, please send a CV and a cover letter expressing your interest in this fellowship opportunity to alayne.moody@mcgill.ca as soon as possible.
United Nations Academic Impact Student Essay Contest

June 25-29, 2014

Winners participate in a 5 day Global Youth Forum in New York and present their work at the United Nations Headquarters on June 27th

Write an essay (2000 words or less) discussing the ideas of global citizenship and understanding and the role that multilingual ability can play in fostering these. Your essay should reflect your academic, cultural and national context.

Entries must be in an official language of the United Nations that is not the entrant’s first language or language of instruction in his or her primary or secondary education. Entrants must be full-time university students, sponsored by a Faculty Member or University Representative, and must be 18 years of age or older.


For rules, eligibility and details go to: http://ManyLanguagesOneWorld.ELS.edu
Essay Topic
The essay should relate to ideas of global citizenship and understanding and to the role that multilingual ability can play in fostering these. The essay should reflect your academic, cultural, and national context.

Eligibility Guidelines
1) Full-time college or university students, 18 years of age or older, can participate in the contest.

2) An authorized faculty member or university administrator must sponsor your participation in the contest by completing the form under the tab: Faculty/University Reference. The university representative must attest that you are a full-time student and that you are going to submit an essay that is in an official language of the United Nations that is not your first language or language of instruction in your primary or secondary education.

3) Once the faculty reference has been received and confirmed, you will be sent an email with further instructions about how to enter the contest and upload your essay.

How to Enter
1) Write your essay, according to the eligibility rules and guidelines.

2) Show your essay to a Faculty Member or University Administrator who can attest to the fact that you have followed the contest rules. Have that Faculty Member or University Administrator complete the Reference Form in support of your participation in the contest.

3) Once the Reference Form has been received and verified by Many Languages, One World, you will receive further information, and a link where you can complete your application and upload your essay to the contest website.

4) Complete your application form. Be sure to include your national identity card number or passport number as it appears on your passport or official documents. Do not submit your photo.

5) Upload your essay to the contest website.

Selection Process
1) Step 1: A language specialist will read and score your essay according to a scoring rubric. After the February 21 deadline all essays will be scored and the best essays will be passed to the next stage of the competition.

2) Step 2: These Finalists will be invited to complete a personal interview regarding their essay. This interview will be conducted at a location in your city and you must submit your photo identification. You will be asked a series of questions and your answers will be videotaped. You must sign a waiver allowing the judges to use the videotape to select Finalists. If a local interview cannot be organized, you will be interviewed online using SKYPE.

3) Step 3: The essays and video tapes will be reviewed by a panel of international judges based on the scoring of Step 1 and Step 2, which include written and spoken language proficiency and the originality and quality of thought in your essay and interview.

4) Notification: On or before March 15 ELS Educational Services, Inc. will notify the 10 Winners for each of the six languages. Winners will receive a letter of invitation to the Many Languages, One World, Global Youth Forum from ELS Educational Services, Inc. and detailed instructions about visa application, e-ticketing for your round trip (non-refundable) air ticket, arrival procedures and the agenda of the Youth Forum which will take place from June 25th – 29th 2014.

5) It is your responsibility to obtain a passport and visa to enter the USA. You will be required to comply with the rules and regulations of participation in the event. Your e-ticket will only be issued to you after we receive copies of your passport and a signed copy of your acceptance of the terms and conditions of participation.

6) ELS Educational Services, Inc. will sponsor this event. Any student who violates the terms of participation will be expelled from the Youth Forum and will be sent home immediately.

Contest Rules
The United Nations Academic Impact (UNAI), in collaboration with ELS Educational Services, Inc. (ELS), invites students, 18 years of age or older, who are enrolled in a full-time course of study at a college or university, to participate in an essay contest on the theme “Many Languages, One World.” The essay should relate to ideas of global citizenship and understanding and the role that multilingual ability can play in fostering these. Entries, of up to 2000 words in length must be in an official language of the United Nations that is not the entrant’s first language or language of instruction in his or her primary or secondary education.

The official languages of the United Nations are Arabic, Chinese, English, French, Russian and Spanish.

Entries should be uploaded to the website ManyLanguagesOneWorld.ELs.edu by February 21, 2014. An institutional representative will have to attest that the entrant is a full-time student of the institution, in good standing. The university representative will also affirm that the student’s essay was written in a language that is not the entrant’s first language or language of instruction in his or her primary or secondary education, and is the student’s original, unaided work.

A panel of judges will decide upon a total of sixty student winners of the competition—ten in each of the six languages. The winners will be invited to New York in 2014 to participate in a series of events between June 25 and June 29, 2014. These events will include a Global Youth Forum on the 10 principles of the United Nations Academic Impact, multilingualism and global citizenship at the United Nations Headquarters, preceded by a preparatory students’ conference. Sightseeing and recreation will also be arranged by ELS.

ELS will pay for roundtrip economy class fares in carriers of its choosing between the commercial airport nearest to the winner’s home city and New York, and be responsible for the winner’s travel, room and meals from their arrival on June 25th until their departure on June 29th, 2014. No extensions of stay or early arrivals will be possible. Winners are responsible for all documentation relating to their journey, including passports and visas and the costs related to these, as well as appropriate medical insurance for their journey and stay in the United States.

All winners will be given certificates of participation by ELS, signifying they have won the Student Essay Contest arranged in cooperation with the United Nations Academic Impact.

While the entrants shall retain the rights to their essays, by participating in the contest they grant ELS and the UN a worldwide, exclusive, royalty-free, and irrevocable license to use the content of the essays in whole or in part. In addition, the winners grant ELS permission to photograph, record, and videotape all activities during the conference. These recordings and photographs will become the property of ELS for didactic use at their discretion, in all media, in perpetuity, to promote multilingualism and global understanding. The winners also grant the United Nations permission to photograph, record, and videotape all activities during the conference. These recordings and photographs will become the property of the United Nations.
Speaking the Languages of the Humanities

In 1869, the first general report to the University of Minnesota regents made the case for establishment of what was essentially a Humanities or Liberal Arts college—“a course of study best adapted to stimulate all the faculties of the mind, and to impart that breadth of information essential to every liberally educated man, should consist in proper proportion of linguistic, mathematical, physical and philosophical studies” (Minnesota 1869, 10). Today, we are abundantly familiar with such statements from strategic planning documents, albeit with more inclusive language and judicious references to Liberal Education Requirements, Student Learning Outcomes, global citizens, and lifelong learning. Indeed, we still inhabit the disciplinary quarrels the document’s authors registered in adding these words:

Yet recognizing the fact that at the present time there are many conflicting views as to what is the proper proportion of these various branches of learning, in a general course of study, especially as to the comparative value of physical and linguistic studies, and of the modern and ancient languages, we recommend that there be organized several general courses of study…each one giving prominence to some one grand department of learning, without neglecting altogether either of the others. (Minnesota 1869, 10)

And so disciplinary competition began. Clearly, the Humanities, and especially the languages, have been entangled from the start in debates about the mission and purpose of land-grant institutions, or in words often attributed to Jean-Baptiste Alphonse Karr, plus ça change, plus
c'est la même chose (the more things change, the more they stay the same). My interest lies not in trying to resolve these tensions, but rather in asking how we use them to expand our vision. Many, of course, have preceded me in calls to revitalize the languages (including Swaffar and Arens 2005; Roche 2010; Paesani and Allen 2012). Missing from these discussions has been consideration of scalable, dynamic approaches to conceptualizing languages in higher education—approaches greatly needed at large, structurally complex, demographically diverse, research-intensive, land-grant institutions. It is an oversight we cannot afford, for our ability to address future challenges as a nation is at stake, just as it was when land-grant universities were founded.

For public universities to live out their mission in the 21st century, it is vital to renew our commitment to the Humanities, especially the study of language, culture, and texts in their historical and contemporary dimensions. Languages have high prestige and value for good reason. What makes us human is language—and language is essential to the discovery and circulation of knowledge. But such idealistic claims carry little weight in the current environment. If reports about the demise of the Humanities are worrisome, the vulnerability of the foreign languages is all the more real, and exacerbated by complex factors.³

True, the most recent MLA report (2009) on languages other than English reassured us that overall enrollments continue at an all time high, with sustained growth in Spanish, Chinese, ASL (American Sign Language), Arabic, Korean, and certain LCTLs or less commonly taught languages.⁴ In overall ranking terms as well, Spanish, French, and German continue, as in the past, to top the list (Furman, Goldberg, and Lusin 2010, 4, 13). The news briefly cheered colleagues in my own field, of course, when we learned that German had enjoyed enrollment increases of 3.5% from 2002-6 and 2.2% from 2006-9 (Pancrazio 2011, 38).
But the fact of the matter remains that such modest enrollment gains offer no protection against larger fiscal challenges (Furman, Goldberg, and Lusin 2010, 19). We face profound system-wide shifts in higher education that have serious implications for the foreign languages in particular. Local enrollment contractions (sometimes forced), heated discussion about foreign language requirements, and cost-cutting measures leading to highly publicized departmental closures confirm the perception that languages are expendable. Measuring this harsh climate in 2009, Linda Ray Pratt urged colleagues to “take a cold-eyed look” to the future, warning frankly that “The most vulnerable academic areas will be programs that have few majors or few student credit hours in the core curriculum,” an assessment reinforced by her observation that “Many modern language departments are already struggling to sustain enrollments in anything but Spanish and French” (Pratt 2009, 13).

Since then, greater challenges have appeared. Double majors, long taken for granted by foreign language departments as a means to bolster enrollments, are becoming come less feasible for students with credit-intensive majors (like STEM or pre-professional fields). While minors seem (at least anecdotally) to be on the increase, mechanisms for recognizing that departmental effort are at present inadequate. Moreover, double majors make foreign languages and area studies vulnerable if administrators do not take them into account in relation to overall departmental contributions (Lusin 2009). In addition, current and pending cuts in federal Title VI funding, which in the past bolstered the ability of land-grant universities to offer diverse languages, directly threaten both area studies and the foreign languages (Grzymala-Busse 2013).

These trends are mirrored in the MLA Job List, which constitutes a source of data predictive of future staffing capacity for the Humanities in higher education. The most recent summary report showed a 32.5% decline in foreign language listings for 2011-2 when compared
with 2007-8 levels (MLA Office of Research 2012). Despite the limitations of the Job List (it
does not attest to the expansion of adjunct staffing), what becomes obvious is that shrinking
numbers of permanent core faculty weaken the foreign languages.

In light of the reality of these pressures, what we need is a paradigm shift that will enable
institutions to address current challenges with solutions that affirm the centrality of language and
culture to education—and that is where I will focus my attention in describing three issues I
believe are pivotal. I begin with the context for the discussion of languages in the 2013
Commission on the Humanities and Social Sciences report The Heart of the Matter. Following
this background, I want to propose a broader definition of the languages and their importance
within the Humanities. Finally, I will turn to the question of how we might newly conceive of the
role of languages at public, land-grant institutions in the 21st century.

The Situation of Languages at Land-grant Universities

Among the goals identified in The Heart of the Matter, the third, “Equip the nation for
leadership in an interconnected world,” speaks most directly to the role of languages in higher
education. Its central justification has largely to do with economic factors and political
exigencies, for as the report tells us: “Now more than ever the nation needs expertise in cultures,
languages, and area studies to compete in a global economy and participate in an international
community” (Commission 2013, 43).

To its credit, these matters are not the only ones that interest the report’s authors. In
addition to a rationale for languages that is tied to international security and competitiveness
(55), the report cites reasons for learning languages related to our ability to see the world from
different points of view (38), to grapple with ethical and moral questions (44), to develop critical
intercultural skills (57), and to achieve many other benefits. The recommendations contained in

*The Heart of the Matter* focus on four objectives:

- Promote language learning
- Expand education in international affairs and transnational studies
- Support study abroad and international exchange programs
- Develop a “Culture Corps,” presumably an equivalent to Americorps or Teach for America (Commission 2013, 12)

Certainly we can agree that these are worthy goals, yet they are not unproblematical aspirations. Furthermore, the report strongly affirms the “importance of supporting the comprehensive nature of the research university,” making a commitment to maintaining a diverse ecology of disciplines and fields at institutions of higher education (Commission 2013, 41). Here we can recognize enduring themes in current discussions of foreign languages: strategic importance, globalization, and presentism.

The MLA report “Foreign Languages and Higher Education: New Structures for a Changed World,” published in 2007 and ever since the reference point for every discussion of foreign languages, came about as a consequence of the “language crisis” of 9/11 (MLA Ad Hoc 2007, 234). What the terrible events on that day revealed, among other things, was the lack of capacity in the U.S. for communicating with other parts of the world, interpreting intelligence data, and being open to cultures beyond our borders. The resulting national security agenda focused on the instrumental value of language skill. Without dismissing that practical worth, the MLA report emphasized the need for learners to develop broader literacies reflecting “translingual and transcultural competence” (MLA Ad Hoc 2007, 237); to that end it argued for a dismantlement of the “two-tiered” structure of many departments—the rift between language and
literature (or other content) courses, or lower and upper division. While this division is less rigid than the report implies (cf. Levine et al. 2008), the concept helps us identify challenges faced by languages within higher education as a whole. If languages are seen as merely a set of skills, it becomes difficult to argue that they make a broader intellectual contribution; if they are not integrated with intellectual work, they occupy a marginal position. In German we call this a *Teufelskreis*—a vicious circle.

That vicious circle is one of only several we face. The 2007 MLA report was swiftly eclipsed by the economic crisis of 2008, which froze the momentum that document was intended to create. Departments at public and land-grant universities seem to have been hit particularly hard as state budget shortfalls precipitated hiring freezes and restructuring. Data-driven curriculum management focusing on enrollments caught the languages in grinding system-wide collapse: as K-12 education cut languages to address budget shortfalls, language offerings at the postsecondary level were also compromised (cf. Berman 2012). LCTLS, apart from the critical languages, struggled to survive, and even federal efforts to increase language capacity (Title VI and Department of Defense funding) have had limited impact. Martha C. Nussbaum makes the case in *Not For Profit: Why Democracy Needs the Humanities* (2010) that the U.S. desperately craves the imaginative powers of the Humanities; whether or not we agree with her strategy for reinvigorating them, we recognize that it is difficult to promote their value in the present environment, especially when it involves the time-intensive work of learning another language (cf. Nussbaum 2010; Fogel and Malson-Huddle 2012).

The past decade has seen the emergence of a consensus that the United States needs a more globally educated citizenry…. However, the decade’s investments in foreign language instruction and programs by the U.S. government have effected marginal change on the educational system at best. (Rivers and Robinson 2012, 369)

Arguably, this notion of a “globally educated citizenry” has become part of the problem. As programs of “Global Studies” have boomed, foreign language departments have often seen declines in majors. This shift may not have a direct cause-and-effect correlation, particularly when done right (cf. Hacking 2013), because global or international studies do in fact promote language learning. Yet outside of the liberal arts, the perception seems to exist that “global” signals “taught in English.” Globalization means that “the world is flat” (à la Thomas Friedman) and the universal language is English. Unfortunately, this focus on the “global” eclipses awareness of an emerging plurilingualism: the growth in multilingual communities in the U.S. due to recent immigration.

Exacerbating the situation is a focus on the present. While history is not entirely dismissed, presentism fixes us on the immediate needs and interests of our students and society. Under this scenario, esoteric dead languages lose their status, with the practical result that the retirement of a faculty member specializing in such an area leads to the loss of an entire field. In terms of the categories proposed by the linguist Ferdinand de Saussure, langue and parole, we are left with only parole/speech detached from the larger, continuous flow in the system of langue/language (Saussure 1986).

What I describe is, admittedly, a very schematic account of the current state of languages. It is tinged with pessimism that we can perhaps dispel by thinking about the ways in which languages and the Humanities contribute to the creation and dissemination of new knowledge for
the greatest good in society—the heart of the mission of land-grant universities. What I want to propose is that when we consider the role of languages there in the 21st century, we discover that there are at least four distinct languages of the Humanities crucial to our enterprise: the languages of the present, of the past, of translation, and of plurilingualism. These ways of thinking about language overlap with notions of transcultural and translingual awareness, but challenge us to contemplate the dynamics of the educational system as a whole.

**The Languages of the Humanities**

In the academic year 2012-13, I served on a college-level committee charged with looking at ways to strengthen foreign languages in the College of Liberal Arts (CLA) at the University of Minnesota. One of the key charges for this committee was the development of a mission statement for the College. Because it expresses precisely what I want to advocate for public land-grant institutions in general, let us turn to it here:

Language and communication are fundamental to human experience and in the globalized 21st century our learning and the creation of knowledge depend ever more profoundly on translingual and transcultural competence. The College of Liberal Arts is committed to fostering a community of undergraduate and graduate students, university faculty and staff, lifelong learners and global citizens prepared to address the global challenges of the future. To live out the land grant mission of the University in the 21st century, the College recognizes that the study of language, culture, and texts in their historical and contemporary dimensions must stand at the heart of liberal education. The College affirms that fundamental to the discovery and circulation of knowledge is the ability to communicate, read, and interpret. These capacities are grounded in language and nurtured in higher education through the convergence of research, teaching, and
service. CLA is committed to maintaining access for students to educational pathways for
the study of the rich heritage of diverse languages, to promoting mobility through study
abroad and experiential opportunities, and to pioneering new forms of learning that lead
to understanding of the practices and perspectives of other cultures.\(^8\)

What this statement tries to capture is the scope of languages in higher education and our world
today. As a heuristic exercise, such a mission statement requires us to think about the relation
between languages and other parts of the university—beyond connections with fields of
similarly-minded colleagues where we have traditionally found allies: core disciplines like
English and History.

The current emphasis on student learning outcomes (SLOs) and Liberal Education
requirements, which is tied to calls for accountability, forces us to think about the role of
languages in different ways. The 2009 Modern Language Association “Report to the Teagle
Foundation on the Undergraduate Major in Language and Literature” eloquently responds to
these challenges by articulating the intellectual value of the foreign language major (MLA 2009).
On the ground, however, language departments find it difficult to envision how such values
translate into educational practice, because the “two-tiered” structure is still tacitly entrenched
(cf. MLA Ad Hoc 2007).\(^9\) Only by foregrounding the intellectual tools with which we actually
equip our students do we arrive at a model for how the languages should relate to other
disciplinary fields (cf. Melin (manuscript under review))—the purpose of the categories I have
proposed for the languages of the present, the past, translation, and plurilingualism, to which we
will turn now. Let us explore them in terms of their potential for land-grant universities in the
21\(^{\text{st}}\) century:
• **The languages of the present.** Here we recognize that our students are learning languages to explore other cultures and gain access to knowledge. They may study abroad, engage in experiential learning, pursue internships that take them out into the world, and most of all, we hope they will become life-long learners through these experiences who will continue to use their languages in the future (cf. Rifkin 2012). On campus we also recognize that our intellectual community is thoroughly international. Likewise we need to advocate for fields of knowledge—specifically Second Language Acquisition—that deserve a more prominent role in our institutions because they advance the objective of expanding the capacity for languages throughout higher education. Colleagues in science fields frequently urge their students to look for cutting-edge research in other languages because they know not everything is translated into English. The languages of the present mean the languages of diplomatic negotiations, economic competitiveness and innovation breakthroughs. They empower us to understand the perspectives and cultural practices of others, and to interpret them in ways vital to our future (cf. ACTFL 2013).

• **The languages of the past.** Greek, Latin, Sanskrit, Middle High German, Anglo-Saxon—few of us may have studied the “dead” languages, yet they surround us in the structure of knowledge production and university disciplines, in libraries, and living assumptions about our heritage. Together with the languages of the present, they connect us with history. The Classical languages also remind us of our ethical responsibility to preserve currently endangered languages, through efforts like the *Ojibwe People’s Dictionary* (at the University of Minnesota). By including these aspects of language, we
recognize that there is a connection between biological and cultural diversity (cf. Skutnabb-Kangas, Maffi, and Harmon 2003), and accelerating loss of both.

- **The languages of translation.** Everywhere we rely on translations: books in translation, subtitled films, product instructions, Google Translate and BabelFish. Rarely do we stop to ask what translation means—whether it is accurate, what knowledge a translator needs to supply an adequate translation, or how language relates to textual meaning. Literature in translation enriches the teaching of a great many disciplines, offering us insight, however brief or fragmented, into otherwise inaccessible worlds. For professionals, linguistic precision is crucial: the Spanish health care interpreter working at a local clinic conveys information that can be a matter of life and death, the court interpreter ensures a fair justice system, the field interpreter in a conflict zone delivers information of international consequence. Ask any colleague who has sought Institutional Review Board (IRB) approval for a research project, and you will know that the approval protocol must ensure that subjects understand participation in their own language.¹¹

- **The languages of plurilingualism.** While the 2007 MLA report persuasively urged translilingual and transcultural competence as an aim, that aspiration has only been partly realized in higher education. It is, however, an even more urgent agenda today, given national political discussions of immigration reform, international mobility in education, and the land-grant mandate for educational access. The model for languages at universities in the past was a simple one: students learning a language in high school and continued with the same language. Even with the enhanced system-wide articulation that exists today, that model is woefully outdated. Heritage speakers, burgeoning immersion language education at the K-12 level, multilingual immigrants, and on-line learning
complicate the paths of language education. To strengthen the educational access that
land-grant universities represent, attention needs to be given to that system complexity.

Arguments for a New Paradigm

It has often been observed that the Liberal Arts engage the “great questions” (Roche
2010, 15). All the more so the Humanities (cf. Philippon 2012, 164-66), which provide us with
the ability to notice what we encounter and put it into language, to tell stories (narratives) for
interpreting the world, with tools for reflection that negotiate other perspectives. The languages
of the Humanities are the vehicle for that process.

Reshaping the structure of the major for my own department in a recent initiative, my
colleagues and I sought a new paradigm for our work. Rather than focusing on seat-time
language requirements, a historical sequence of courses, or skills-defined competencies, we
chose a different path: the intellectual tools that lie at the core of all that we do—teaching skill in
language and textual analysis, understanding of context and media, and critical literacy in global
perspective (Melin (manuscript under review)). While it is not easy to make this shift, the
survival of the languages at land-grant institutions depends on it.

In an essay by John Hudzik and Lou Anna K. Simon, "From a Land-Grant to a World-Grant Ideal," which appeared in the edited collection Precipice or Crossroads? (2012)
celebrating the sesquicentennial of Morrill Act, the authors describe the mission of our
institutions in terms that speak directly to the role of languages in the Humanities:

The land-grant concept foretold a trend in U.S. public higher education to constantly
“innovate” the university curriculum, research, and engagement by imparting a practical
emphasis to higher education and extending its benefits beyond the elite social and
economic classes. Connecting land-grant missions to global realities is not an end in itself but a means—the next step of innovation—to advance core values in a new environment.

(Hudzik and Simon 2012, 160)

Languages are vital to that innovation. Returning now to the State of Minnesota document I cited at the outset, we can see that “a course of study best adapted to stimulate all the faculties of the mind, and to impart that breadth of information essential to every liberally educated [person]” has, indeed, become today multiple courses of study. Yet to realize the mission of land-grant universities in the 21st century, we need to expand that conception again—to pursue breadth, access, and innovation by making full use of all the languages of the Humanities.

1 The University of Minnesota was founded as a preparatory school in 1851 (before Minnesota became a state), closed during the Civil War, reopened in 1867 and was designated a land-grant (first president, William Watts Folwell inaugurated Dec. 1869). See University of Minnesota “History and Mission,” http://www1.umn.edu/twincities/history-mission/index.html. The document referenced in the text is located at:


2 The term “languages” is used inclusively in this paper to indicate foreign languages, second language studies, and the study of ancient languages. Sign language is offered as an option for fulfilling the language requirement at most land-grant universities.

3 In particular, see the MLA blog “Mismeasuring the Humanities,”

http://mlaresearch.commons.mla.org/2013/07/02/mismeasuring-the-humanities/ ; “What’s in a Number? MLA Posts on Measuring the Humanities,”

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5 Heritage languages traditionally associated with the populations of land-grant university states are endangered by this trend, despite apparently strong assurances that they will continue. Interestingly, at the University of Minnesota a faculty line for Scandinavian was mandated by the State of Minnesota in an early law: “It shall be the duty of the board of regents of the State University, as soon as practicable after the passage of this act, to appoint to said professorship [professorship of Scandinavian language and literature] some person learned in the Scandinavian language and literature, and at the same time skilled [in] and capable of teaching the dead languages, so called” (Minnesota 1883, 197).

6 In fact, at the University of Minnesota Global Studies majors have a higher requirement for language study than undergraduates in the College of Liberal Arts as a whole. Students must fulfill their requirement by completing four semesters of language study, plus an experiential requirement (minimum six weeks abroad or the equivalent). Unlike students in the College of Liberal Arts, they are also not allowed to “test out” of the required courses and cannot use previous language study to fulfill the requirement. For further details, see http://igs.cla.umn.edu/ugrad/majors.html.

7 Changing immigration patterns are dramatically reshaping the language profile of the U.S., sometimes in unexpected ways. For example, in Minnesota (a state known for the strong Scandinavian heritage of its population), currently the largest group of Swedish speakers is the Somali community, because so many Somali immigrants arrived via a path that led through
Sweden. This has led to reciprocal exchanges to share information about this process internationally; see [http://minnesota.publicradio.org/display/web/2010/10/20/somalis-sweden](http://minnesota.publicradio.org/display/web/2010/10/20/somalis-sweden).


9 For an overview of the history of how this system evolved, see the MLA retrospective volume, (Feal 2012).


12 For information about the redesigned major, see [http://gsd.umn.edu/ugrad/major.html](http://gsd.umn.edu/ugrad/major.html).
Works Cited


Paesani, Kate, and Heather Willis Allen. 2012. "Beyond the Language-Content Divide: Research on Advanced Foreign Language Instruction at the Postsecondary Level." Foreign Language Annals Special Focus Issue no. 45 (52):S54-S75.


Dear colleagues --

Many of you may have seen the message Hiram Maxim recently sent to FLASC related to a posting on the ADFL Chairs listserv on the topic of Rosetta Stone and partnerships with universities across the country. Some of you may also be faced with having to respond to requests about using Rosetta Stone at your own institutions.

In collaboration with Lisa DeWaard at Clemson University, who is working on a scholarly article related to problems with Rosetta Stone, the AAUSC has drafted a letter in response to the ADFL listserv posting. I share that letter with you here in the event that you would like to use it to respond to administrators or other colleagues on your own campus who may be considering the use of Rosetta Stone.

All the best,
Kate Paesani

Dear Colleagues –

As representatives of the American Association of University Supervisors and Coordinators (AAUSC), we were troubled by the recent posting to the ADFL Chair’s listserv related to the partnership between Rosetta Stone and AASCU, to be launched at the 2102 Academic Affairs Meeting. The AAUSC is comprised of over 200 specialists in applied linguistics, second language acquisition, and language pedagogy who direct introductory and intermediate language programs at universities across the country. Our membership therefore has an important impact on the curricular content and pedagogical practices that comprise lower-level foreign language learning in collegiate contexts.

While we recognize that Rosetta Stone has had a wide reach in its promotion of foreign language learning, as evidenced through television, radio, and internet advertising and recent discussions in academic circles, we have a number of concerns about its use as a “[solution] to some of the most complex issues of language instruction and acquisition,” as alluded to in the ADFL listserv posting. Language learning programs at the post-secondary level have been successfully incorporating online language learning software into their curricula for the past several years, with many programs providing a “hybrid” language learning experience for students. A hybrid approach typically utilizes pedagogically appropriate language learning software, either created by textbook publishing companies or commercial enterprises, to provide practice for students outside of the classroom without sacrificing the face-to-face contact with the instructor that is essential to successful second language acquisition. The problem with the use of Rosetta Stone at the post-secondary level is that it is simply not a viable language learning tool:

- It does not provide enough content hours for successful language acquisition;
- It is based on a faulty understanding of how language learning occurs in adults; and
• The materials used are culturally inauthentic, thereby providing a false impression that many cultural products are similar when they are, in fact, quite different.

In addition, of great concern to foreign language educators are the unsubstantiated claims of success advertised by Rosetta Stone. The company has created its own set of proficiency scales and assessment tools that have not been independently verified. Moreover, none of their published studies have been subjected to professional peer review, calling into question the reliability of the results and the objectivity of the conclusions made.

We are all working toward the same goal of increasing the intellectual relevance of foreign language programs within the larger mission of US universities. Yet we feel that Rosetta Stone simply does not make a viable contribution to this goal. We therefore hope you will consider these arguments carefully as you engage in discussion with provosts and other colleagues at your own institution and across the country.

Respectfully submitted,

Lisa DeWaard, Clemson University
Kate Paesani, Wayne State University (AAUSC President)

Unsubscribe
Spring 2013

Syllabus GER 199 / GLBL 199 / EURO 199  
*Europe in Trouble: European Politics, Society, and Culture since 1945*

Prof. Carl Niekerk — *niekerk@illinois.edu*  
office: FLB 2070c; office hours: MWF 11 AM – 12 PM  
Tel. 333-7654

MWF Mechanical Engineering Building 135: 10:00-10:50 AM  
+ *film screening* Thursdays – Mechanical Engineering Building 335: 5:00-7:30 PM

This course focuses on important societal, political, and cultural issues that have shaped the history of Europe since 1945. It seeks to understand the many debates that have accompanied the process of European unification in their historical and cultural contexts. The central idea behind the course is that the development of postwar Europe can be understood as a series of crises, starting with the immediate aftermath of World War II, but also including the revolutionary year 1968, the fall of the Wall, the war in Yugoslavia, etc. While the course studies important societal and political developments, it also argues that culture played an important role in the series of crises that constitute Europe’s postwar history, and that films, essays, and other cultural artifacts can function as an important resource for understanding the conflicts and controversies that shaped the public debate in Europe since 1945.


*Grading policy:*

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<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>First Exam</td>
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<td>Second Exam</td>
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<tr>
<td>Third Exam</td>
<td>30%</td>
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<tr>
<td>Attendance and participation</td>
<td>20%</td>
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</tbody>
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*Grading Scale:*

The following grading scale will be used to determine your final course grade:

- **A+** 98+  
- **B+** 88-89  
- **C+** 78-79  
- **D+** 68-69  
- **F** 59 and below

- **A** 92-97  
- **B** 82-87  
- **C** 72-77  
- **D** 62-67  
- **A-** 90-91  
- **B-** 80-81  
- **C-** 70-71  
- **D-** 60-61
**Week 1: The Heritage of World War II**

—March 11: Introduction; European Thinking before 1945  
Reading for March 13: Judt pp. 1-40.

—March 13: The Impact of World War II on European society  
Reading for March 15: Judt pp. 41-62

—March 14, 5 PM: Film Screening: *The Murderers are among us* (Germany 1948; Staudte)

—March 15: #Germany and Europe  
Reading for March 25: Judt 63-128

**Week 2: The Origins of the European Union (the 1950s)**

—March 25: A Brief History of the European Union  
Reading for March 27: Judt 129-196

—March 27: The Cold War  
Reading for March 29: Judt 197-277

—March 28, 5 PM: Film Screening: *Wish you were here* (England 1987; Leland)

—March 29: #England and Europe  
Reading for April 1: Judt 278-323

**Week 3: The Year 1968 (Europe in the 1960s)**

—April 1: #France and Europe; Paris 1968  
Reading for April 3: Judt 324-389

—April 3: The Prague Spring; ***Exam 1* (30 minutes)  
Reading for April 5: Judt 390-449

—April 4, 5 PM: Film Screening: *The Unbearable Lightness of Being* (Czechoslovakia / US 1988; Kundera / Kaufman)

—April 5: #Czechoslovakia and Europe; “make love, not war”  
Reading for April 8: Judt 453-503

**Week 4: Readjusting Expectations in the 1970s**

—April 8: The Club of Rome and the Origins of the Green Movement; #Italy  
Reading for April 10: 504-534

—April 10: Southern Europe and the Question of Democracy (#Spain; #Portugal; #Greece and Europe)
April 12: No reading

—April 11, 5 PM: Film Screening: The Passenger (Italy 1976; Antonioni)

—April 12: Europe and Decolonization
Reading for April 15: Judt535-558

Week 5: The Fall of the Wall and the Reconciliation of Europe (the 1980s)
—April 15: #The Netherlands; #Scandinavia
Reading for April 17: Judt 559-584

—April 17: #Germany around 1989; ***Exam 2* (30 minutes)
Reading for April 17: Judt 585-633

—April 18, 5 PM: Film Screening Goodbye Lenin! (Germany 2004; Becker)

—April 19: Eastern Europe after the Fall of the Wall
Reading for April 22: Judt 637-664

Week 6: The War in Yugoslavia (the 1990s)
—April 22: #France and # England and the New Uncertainties
Reading for April 24: Judt 665-700

—April 24: A History of Yugoslavia and the Balkan Conflicts
Reading for April 26: Judt 701-748

—April 25, 5 PM: Film Screening: In the Land of Blood and Honey (America / Yugoslavia 2011; Jolie)

—April 26: Europe after the War
Reading for April 29: Judt 749-800

Week 7: A New Europe? (after 2000)
—April 29: Europe and Islam
Reading for May 1: Judt 803-831

—April 30, 5 PM: Film Screening: The Names of Love (France 2011; LeClerc)
***MEB 153

—May 1: A New Europe?

Week 8
—***Exam 3*