Term Information

Effective Term   Autumn 2024

General Information

Course Bulletin Listing/Subject Area   Linguistics
Fiscal Unit/Academic Org   Linguistics - D0566
College/Academic Group   Arts and Sciences
Level/Career   Undergraduate
Course Number/Catalog   3102
Course Title   Lost Languages Lost Cultures
Transcript Abbreviation   Lost Languages
Course Description   This class will examine 6 great decipherments, how scholars were able to crack the code, the nature of these writing systems, and the languages, cultures, and history unlocked. We will look in detail at what methods epigraphists and linguists used to accomplish this and what gaps remain in our understanding.
Semester Credit Hours/Units   Fixed: 3

Offering Information

Length Of Course   14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course   Never
Does any section of this course have a distance education component?   No
Grading Basis   Letter Grade
Repeatable   No
Course Components   Lecture
Grade Roster Component   Lecture
Credit Available by Exam   No
Admission Condition Course   No
Off Campus   Never
Campus of Offering   Columbus, Lima, Mansfield, Marion, Newark, Wooster

Prerequisites and Exclusions

Prerequisites/Corequisites
Exclusions   Not open to students with credit for NELC 3102
Electronically Enforced   Yes

Cross-Listings

Cross-Listings   Cross-listed in NELC

Subject/CIP Code

Subject/CIP Code   16.0102
Subsidy Level   Baccalaureate Course
Intended Rank   Sophomore, Junior, Senior

Requirement/Elective Designation

Traditions, Cultures, and Transformations
The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes
- Students will engage in critical and logical thinking about the history and typology of writing systems.
- Students identify, compare, and synthesize pre-modern (and non-European) interests in ancient scripts and the cultures and traditions lost.
- Students will engage in advanced, in-depth, scholarly exploration of the history of archaeological and epigraphic endeavors associated with the 'great decipherments' in the age of colonialism and their political and historical contexts.
- Students will learn to critically assess decipherment claims and understand their historical/social/racial underpinnings.
- Students will identify, compare, and synthesize the relationship between writing systems around the world and the shared history of nearly all alphabetic traditions.
- Students will systematically assess the relationship between cultural contact and the proliferation of writing, with special attention to institutions and individuals.
- Explain ways in which categories such as race, ethnicity, and gender and perceptions of difference impact individual outcomes and broader societal issues.

Content Topic List
- Discovery in the Age of Colonialism
- Egyptian Hieroglyphs & The Cuneiform Script and Ancient Mesopotamia
- Proto-Sinaitic and the Origins of the Alphabet
- Ugaritic and the background of the Bible
- The lost alphabets of ancient Arabia
- Mayan Hieroglyphs
- Linear A – the Aegean
- Proto-Elamite – Iran before the Iranians
- Easter Island Rongorongo
- The Indus Valley Script & Phaistos Disk
- Zapotec and Isthmian & The Thamudic Inscriptions of Arabia

Sought Concurrence
No

Attachments

- Curricular Map 02-03-23.docx: Curriculum map

  (Other Supporting Documentation. Owner: McCullough,Elizabeth Ann)

- Lost Languages_Traditions, Cultures, and Transformations_November 23 submission.pdf: Syllabus

  (Syllabus. Owner: McCullough,Elizabeth Ann)

- GE themes course submission- Lost languages.pdf: GE rationale

  (Other Supporting Documentation. Owner: McCullough,Elizabeth Ann)

Comments

- Please see feedback email sent 04-28-2023 RLS *(by Steele,Rachel Lea on 04/28/2023 08:11 PM)*

- If this new course will be able to count in your major (even as an elective), please submit an updated curriculum map. *(by Vankeerbergen,Bernadette Chantal on 02/02/2023 03:56 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	McCullough,Elizabeth Ann	01/25/2023 04:44 PM	Submitted for Approval
Approved	McCullough,Elizabeth Ann	01/25/2023 04:44 PM	Unit Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	02/02/2023 03:56 PM	College Approval
Submitted	McCullough,Elizabeth Ann	02/03/2023 03:17 PM	Submitted for Approval
Approved	McCullough,Elizabeth Ann	02/03/2023 03:17 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	02/17/2023 11:16 AM	College Approval
Revision Requested	Steele,Rachel Lea	04/28/2023 08:11 PM	ASCCAO Approval
Submitted	McCullough,Elizabeth Ann	11/06/2023 04:41 PM	Submitted for Approval
Approved	McCullough,Elizabeth Ann	11/06/2023 04:43 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	11/19/2023 02:48 PM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Hilty,Michael Neff,Jennifer Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	11/19/2023 02:48 PM	ASCCAO Approval

THE OHIO STATE UNIVERSITY

NELC/LING 3102: Lost Languages Lost Cultures
Times and days when the course will be offered: WF 9.35-10.55
Semester: Fall 2023

Course Information
Instructor: Ahmad Al-Jallad
Email Address: al-jallad.1@osu.edu
Office Hours: T/R 4-5

Prerequisites
No prerequisites

Course Description
The last known Hieroglyphic text is a graffito dated to 394 CE. Knowledge of this ancient writing system disappeared once all non-Christian temples in Egypt were closed by the Romans, and with it, 3000 years of Egypt's history. Myths surrounding the meaning of these mysterious writings emerged. Medieval scholars read allegorical meanings into the elaborate epigraphs, always assuming that the hieroglyphs recorded 'ideas', but were never able to divine their meaning. For nearly 15 centuries, the writing system resisted decipherment. In 1822, the French scholar F. Champollion unlocked the script and with it a lost language – Ancient Egyptian. The next decades saw nearly the millennia of lost history restored. But how was this accomplished?

The decipherment of Egyptian hieroglyphs is but one story in the decipherment of forgotten writing systems and lost languages in the 19th and 20th centuries. This class will examine 6 great decipherments, how scholars were able to crack the code, the nature of these writing systems, and the languages, cultures, and history unlocked. We will look in detail at what methods epigraphists and linguists used to accomplish this and what gaps remain in our understanding.

The second part of the course will turn to undeciphered scripts. We will examine various attempts by scholars to decode this group of writing systems and why they continue to resist decipherment, with due attention to how, in some cases, colonialism led to the loss of cultural and historical knowledge.

Course Goals
1) Students will engage in critical and logical thinking about the history and typology of writing systems.
2) Students identify, compare, and synthesize pre-modern (and non-European) interests in ancient scripts and the cultures and traditions lost.

3) Students will engage in advanced, in-depth, scholarly exploration of the history of archaeological and epigraphic endeavors associated with the 'great decipherments' in the age of colonialism and their political and historical contexts.
4) Students will learn to critically assess decipherment claims and understand their historical/social/racial underpinnings.
5) Students will identify, compare, and synthesize the relationship between writing systems around the world and the shared history of nearly all alphabetic traditions.
6) Students will systematically assess the relationship between cultural contact and the proliferation of writing, with special attention to institutions and individuals.

GEN Themes: Traditions, Cultures, and Transformations Goals and Expected Learning Outcomes

Goals:

1. Successful students will analyze "Traditions, Cultures, and Transformations" at a more advanced and in-depth level than in the Foundations component.

2. Successful students will integrate approaches to understanding traditions, cultures, and transformations by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

3. Successful students will engage in a systematic assessment of how cultures and sub-cultures develop and interact, historically or in contemporary society.

4. Successful students will engage in a systematic assessment of differences among societies, institutions, and individuals' experience within traditions and cultures.

Expected Learning Outcomes:

cultures.

Expected Learning Outcomes

Successful students are able to:

1.1 Engage in critical and logical thinking about the topic of traditions, cultures, and transformations.

1.2 Engage in an advanced, in-depth, scholarly exploration of the topic traditions, cultures, and transformations.

2.1 Identify, describe, and synthesize approaches or experiences as they apply to traditions, cultures, and transformations.

2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment and creative work, building on prior experiences to respond to new and challenging contexts.

3.1 Describe the influence of an aspect of culture (religious belief, gender roles, institutional organization, technology, epistemology, philosophy, scientific discovery, etc.) on at least one historical or contemporary issue.

3.2 Analyze the impact of a "big" idea or technological advancement in creating a major and long-lasting change in a specific culture.

3.3 Examine the interactions among dominant and sub-cultures.

3.4 Explore changes and continuities over time within a culture or society.

4.1 Recognize and explain differences, similarities, and disparities among institutions, organizations, culture.

> 4.2 Explain ways in which categories such as race, ethnicity, and gender and perceptions of difference, impact individual outcomes and broader societal issues.

HOW THIS COURSE FULFILLS THE EXPECTED LEARNING OUTCOMES

This course focuses on the development of the technology of writing across societies in the ancient world. Students will examine how the development of writing impacted historical societies and how the technology developed to the present day. By mapping out the proliferation of writing systems, students will gain a deeper understanding of the interconnectedness of ancient cultures and traditions. Students will engage in an advanced, scholarly exploration of how ancient writing systems were deciphered and how their historical (and colonial) contexts impacted the study of ancient societies, including matters such as ethnicity, class, and empire.

COURSE MATERIALS AND TECHNOLOGIES
Required Textbooks
Lost Languages: The enigma of the world's undeciphered scripts. Robinson, A. Thames and Hudson (2009, reprint).

Recommended Textbooks

Course Evaluation by Students
Student evaluation of courses and instructors constitutes an important aspect of the College's quality review process. Students will have the opportunity to evaluate the course through the online Student Evaluation of Instruction (SEI). Feedback at any time in any form is always welcome.

GRADING

Weekly Assignments	25%
Carmen discussions	10%
Attendance	10%
Mid-Term Exam	20%
Final Project	35%
	100%

Course Assignments

Name of the Assignment: Weekly Assignment – 25%
Description of the Assignment: Students will write a 500-word response to a discussion prompt based on the weekly readings. Discussion prompts will encourage students to reflect on aspects of writing systems that enhance our understanding of cultures and traditions. Students will also be asked to reflect on how cultures transform as writing systems evolve or are lost. These essays are to be submitted electronically each Monday. These assignment address ELO 3.1 by addressing the influence of technology (in this case writing systems) on cultures, ELO 3.3 in examining the impact of colonialism on decipherment, and ELO 4.1 in asking students to compare the approaches of different institutions within different languages and cultures to learning about lost languages.

Name of the Assignment: Carmen discussions – 10%

Description of the Assignment: Students will post two questions weekly to the discussion board based on the readings. Select questions will be discussed in class.

This assignment addresses ELO 1.1 and 2.2 by asking students to synthesize information and apply critical thinking skills to course readings. While topics of discussion will vary widely according to course readings, ELO 3.4 and its focus on examining change within a culture and society over time will be particularly important to formulating discussion questions about the deep shifts that occur when a language is lost (and what the re-discovery of a language can mean for a culture more broadly).

Name of the Assignment: Attendance – 10%

Description of the Assignment: Students are required to attend class and regularly participate in discussions. For every absence after 2 (excused or unexcused), students will lose a point.

Name of the Assignment: Mid-Term Exam – 20%

  Description of the Assignment: Students will complete a mid-term exam on the great decipherments, covering lessons up to week 7. Exam questions will enable students to engage in critical and logical thinking about the subject (ELO 1.1), describe the impact of writing culture on historical and contemporary societies (ELO 3.1), analyze the impact of writing on specific cultures (ELO 3.2), interrogate issues of continuity and change (ELO 3.4), and compare and contrast writing systems across cultures (ELO 4.1).

Name of the Assignment: Final Project – 35%

Description of the Assignment: Students will form small groups and prepare a presentation of an undeciphered script to the class, covering the problems it has posed for decipherment, the history of scholarship, and propose ideas about what might be required to crack the code. This assignment enables students to engage in critical thinking and to better understand the process of scholarship; the assignment addresses the ELOs 1.1 and 1.2 in asking students to explore in-depth one script and the history of scholarship on it. It also tackles ELO 2.1 by asking them to identity, describe, and synthesize scholarship on one script. ELO 2.2 is met by asking students to draw on the knowledge they have acquired in the class in order to respond to a new scholarly context. ELO 3.2 will be met by creating an understanding of the process of deciphering scripts that have led to major and long-lasting changes in particular cultures. Finally, these projects will meet ELO 4.1 by asking students to recognize and question potential differences and similarities between their own cultures and those whose languages they are deciphering.

Academic Integrity
It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct **http://studentlife.osu.edu/csc/**.

If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the university's *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university.
If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.
Other sources of information on academic misconduct (integrity) to which you can refer include:
- Committee on Academic Misconduct web page (go.osu.edu/coam)
- Ten Suggestions for Preserving Academic Integrity (go.osu.edu/ten-suggestions)

Additional Course Policies

Attendance Policy

Students should attend classes and unexcused absences might lead to a lower grade.

Any absence deprives you of the opportunity to interact with your instructor and fellow students and interferes with your ability to fully acquire the knowledge and skills required for successful social work practice. Although students may occasionally need to miss class due to illness or other important matters, missing more than 25% of the class contact hours in a semester significantly detracts from your ability to master the course content. Instructors often deduct points for absences and if you must miss more than 25% of the class time during a semester you may be required to withdraw from the course and return to your studies when you are able to fully participate in your coursework. Please note that instructors may have additional or more stringent attendance requirements depending on the nature of the course.

Late Assignments Policy

Late assignments will be not accepted without proper documentation.

Grading Scale

93–100: A	73–76.9: C
90–92.9: A-	70 –72.9: C-
87–89.9: B+	67 –69.9: D+
83–86.9: B	60 –66.9: D
80–82.9: B-	Below 60: E
77–79.9: C+	

Feedback for Assignments and Communication

- Grading and feedback: Students will receive their graded assignments one week after submission

- Email: Students will communicate with the instruction through email, al-jallad.1@osu.edu

Student Services and Advising

University Student Services can be accessed through BuckeyeLink. More information is available here: https://contactbuckeyelink.osu.edu/

Advising resources for students are available here: https://advising.osu.edu

Copyright and Instructional Materials

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Statement on Title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at http://titleix.osu.edu or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu

Commitment to a Diverse and Inclusive Learning Environment
The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Land Acknowledgement
We would like to acknowledge the land that The Ohio State University occupies is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe and Cherokee peoples. Specifically, the university resides on land ceded in the 1795 Treaty of Greeneville and the forced removal of tribes through the Indian Removal Act of 1830. I/We want to honor the resiliency of these tribal nations and recognize the historical contexts that has and continues to affect the Indigenous peoples of this land.

More information on OSU's land acknowledgement can be found here:
https://mcc.osu.edu/about-us/land-acknowledgement

Your Mental Health
As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614--292--5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614--292--5766 and 24 hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Requesting accommodations

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. If you are isolating while waiting for a COVID-19 test result, please let me know immediately. Those testing positive for COVID-19 should refer to the Safe and Healthy Buckeyes site for resources. Beyond five days of the required COVID-19 isolation period, I may rely on Student Life Disability Services to establish further reasonable accommodations. You can connect with them at slds@osu.edu; 614-292-3307; or slds.osu.edu.

Accessibility of course technology

This online course requires use of CarmenCanvas (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- Canvas accessibility (go.osu.edu/canvas-accessibility)
- Streaming audio and video
- CarmenZoom accessibility (go.osu.edu/zoom-accessibility)
- Collaborative course tools

COURSE SCHEDULE

WEEKS	DATES	TOPICS, READINGS, ASSIGNMENTS	DEADLINES

Week 1	1\10\23 1\12\23	Discovery in the age of colonialism Readings: Textbook: pp. 11-48 Discussion prompt: "What historical circumstances stimulated the interest in the writing systems of the ancient world in the early modern period?"	
Week 2	1\17\23 1\19\23	Egyptian Hieroglyphs Readings: Textbook: pp. 50-73 Discussion prompt: Ibn Ḥazm, the medieval Middle Eastern occultist, attempted to read the hieroglyphs. How did his attempt differ from Champollion's?	

Week 3	1\24\23 1\26\23	The Cuneiform script and ancient Mesopotamia Readings: Textbook: pp. 50-73; Article: K. Cathcart, "The earliest contributions to the decipherment of Sumerian and Akkadian" (https://cdli.ucla.edu/files/publications/cdlj2011_001.pdf Discussion prompt: Explain the transition from pictographic writing to syllabic writing, focusing on cultural transformations. Identify elements of pictographic/logographic writing in contemporary written English, especially in digital format.	
Week 4	1\31\23 2\2\23	Proto-Sinaitic and the Origins of the Alphabet	

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		Readings: Article: J. Healey, "Decipherment of the Alphabetic Scripts" Discussion Prompt: How did the invention of the alphabet transform the tradition of writing and proliferation literacy?	
Week 5	2\7\23 2\9\23	Ugaritic and the background of the Bible Readings: Article: P. Day, "The decipherment of Ugaritic" (http://www.proyectos.cchs.csic.es/SEL/sites/default/files/06day_2a4aeb99.pdf) Discussion Prompt: Ugaritic has been called an alphabet in cuneiform garb. What do you think of this characterization? How does it inform our understanding of	

		cultural interactions between the Levant and Mesopotamia?	
Week 6	2\14\23 2\16\23	The lost alphabets of ancient Arabia Readings: Article: M.C.A. Macdonald, Reflections on the Linguistic Map of Pre-Islamic Arabia Discussion Prompt: What role did trade – and cultural contact – play in the diffusion of the alphabet?	
Week 7	2\21\23 2\23\23	Mayan Hieroglyphs Readings: Textbook: pp. 104-139 Discussion Prompt: Compare the Mayan writing system to Egyptian Hieroglyphs – what	Midterm Exam

		commonalities do they share and how are they different? Explain this in the context of scribal cultures.	
Week 8	2\28\23 3\2\23	Linear A – the Aegean

Readings: Textbook: pp. 182-199

Discussion Prompt: Evaluate Cyrus Gordan's identification of Linear A as a Semitic language. What implications does this have on contact between Semitic and non-Semitic writing cultures. | |
| | | | |
| Week 9 | 3\7\23 3\9\23 | Proto-Elamite – Iran before the Iranians

Readings: Textbook: pp. 200-217

Discussion Prompt: The Proto-Elamite script remains undeciphered yet the contents of | |

		many of the documents are known. How is this so? How does this affect our understanding of the cultural realities of that time.	
Week 10	3\14\23 3\16\23	Easter Island Rongorongo Readings: Textbook: pp. 218-243 Discussion Prompt: How has European colonialism impacted our ability to understand the Rongorongo material? And what do you make of the various opinions regarding its status as a writing system	
Week 11	3\21\23 3\23\23	The Indus Valley Script Readings: Textbook: pp. 264-295	

		Discussion Prompt: Is the Indus Valley script linguistic? If it is not a writing system, what cultural significance could it have had?	
Week 12	3\28\23 3\30\23	Phaistos Disk Readings: Textbook: pp. 296-315 Discussion Prompt: Compare the various attempts at deciphering the Phaistos Disk and its writing culture. Why have these been considered unsuccessful?	
Week 13	4\4\23 4\6\23	Zapotec and Isthmian Readings: Textbook: pp.244-265 Discussion Prompt: How do you think these scripts relate to Mayan hieroglyphs? What does this imply about cultural	

		contact and transmission in Meso-America?	
Week 14	4\11\23 4\13\23	The Thamudic Inscriptions of Arabia Readings: Article: Al-Jallad, Towards the Decipherment of Thamudic B Discussion Prompt: The Thamudic inscriptions are characterized as graffiti – what does this imply about the proliferation of literacy and how it intersects with other cultural practices in pre-Islamic Arabia?	
Week 15	4\18\23 4\20\23	Final Presentations	
Finals			

GE Theme course submission worksheet: Traditions, Cultures, & Transformations

Overview

Courses in the GE Themes aim to provide students with opportunities to explore big picture ideas and problems within the specific practice and expertise of a discipline or department. Although many Theme courses serve within disciplinary majors or minors, by requesting inclusion in the General Education, programs are committing to the incorporation of the goals of the focal theme and the success and participation of students from outside of their program.

Each category of the GE has specific learning goals and Expected Learning Outcomes (ELOs) that connect to the big picture goals of the program. ELOs describe the knowledge or skills students should have by the end of the course. Courses in the GE Themes must meet the ELOs common for **all** GE Themes <u>and</u> those specific to the Theme, in addition to any ELOs the instructor has developed specific to that course. All courses in the GE must indicate that they are part of the GE and include the Goals and ELOs of their GE category on their syllabus.

The prompts in this form elicit information about how this course meets the expectations of the GE Themes. The form will be reviewed by a group of content experts (the Theme Advisory) and by a group of curriculum experts (the Theme Panel), with the latter having responsibility for the ELOs and Goals common to all themes (those things that make a course appropriate for the GE Themes) and the former having responsibility for the ELOs and Goals specific to the topic of **this** Theme.

Briefly describe how this course connects to or exemplifies the concept of this Theme (Traditions, Cultures, & Transformations)

In a sentence or two, explain how this class "fits' within the focal Theme. This will help reviewers understand the intended frame of reference for the course-specific activities described below.

(enter text here)

Connect this course to the Goals and ELOs shared by *all* Themes

Below are the Goals and ELOs common to all Themes. In the accompanying table, for each ELO, describe the activities (discussions, readings, lectures, assignments) that provide opportunities for students to achieve those outcomes. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The specifics of the activities matter—listing "readings" without a reference to the topic of those readings will not allow the reviewers to understand how the ELO will be met. However, the panel evaluating the fit of the course to the Theme will review this form in conjunction with the syllabus, so if readings, lecture/discussion topics, or other specifics are provided on the syllabus, it is not necessary to reiterate them within this form. The ELOs are expected to vary in their "coverage" in terms of number of activities or emphasis within the course. Examples from successful courses are shared on the next page.

Goal 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations. In this context, "advanced" refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities.

Goal 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

	Course activities and assignments to meet these ELOs
ELO 1.1 Engage in critical and logical thinking.	
ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or ideas within this theme.	
ELO 2.1 Identify, describe, and synthesize approaches or experiences.	
ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.	

Example responses for proposals within "Citizenship" (from Sociology 3200, Comm 2850, French 2803):

| ***ELO 1.1** Engage in critical and logical thinking.* | *This course will build skills needed to engage in critical and logical thinking about immigration and immigration related policy through:*
 Weekly reading response papers which require the students to synthesize and critically evaluate cutting-edge scholarship on immigration;
 Engagement in class-based discussion and debates on immigration-related topics using evidence-based logical reasoning to evaluate policy positions;
 Completion of an assignment which build skills in analyzing empirical data on immigration (Assignment #1) |

	Completion 3 assignments which build skills in connecting individual experiences with broader population-based patterns (Assignments #1, #2, #3) Completion of 3 quizzes in which students demonstrate comprehension of the course readings and materials.
ELO 2.1 *Identify, describe, and synthesize approaches or experiences.*	*Students engage in advanced exploration of each module topic through a combination of lectures, readings, and discussions.* *Lecture* *Course materials come from a variety of sources to help students engage in the relationship between media and citizenship at an advanced level. Each of the 12 modules has 3-4 lectures that contain information from both peer-reviewed and popular sources. Additionally, each module has at least one guest lecture from an expert in that topic to increase students' access to people with expertise in a variety of areas.* *Reading* *The textbook for this course provides background information on each topic and corresponds to the lectures. Students also take some control over their own learning by choosing at least one peer-reviewed article and at least one newspaper article from outside the class materials to read and include in their weekly discussion posts.* *Discussions* *Students do weekly discussions and are given flexibility in their topic choices in order to allow them to take some control over their education. They are also asked to provide* *information from sources they've found outside the lecture materials. In this way, they are able to* *explore areas of particular interest to them and practice the skills they will need to gather information* *about current events, analyze this information, and communicate it with others.* *Activity Example: Civility impacts citizenship behaviors in many ways. Students are asked to choose a TED talk from a provided list (or choose another speech of their interest) and summarize and evaluate what it says about the relationship between civility and citizenship. Examples of Ted Talks on the list include Steven Petrow on the difference between being polite and being civil, Chimamanda Ngozi Adichie's talk on how a single story can perpetuate stereotypes, and Claire Wardle's talk on how diversity can enhance citizenship.*
ELO 2.2 *Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.*	*Students will conduct research on a specific event or site in Paris not already discussed in depth in class. Students will submit a 300-word abstract of their topic and a bibliography of at least five reputable academic and mainstream sources. At the end of the semester they will submit a 5-page research paper and present their findings in a 10-minute oral and visual presentation in a small-group setting in Zoom.* *Some examples of events and sites:* *The Paris Commune, an 1871 socialist uprising violently squelched by conservative forces*

	Jazz-Age Montmartre, where a small community of African-Americans–including actress and singer Josephine Baker, who was just inducted into the French Pantheon–settled and worked after World War I. *The Vélodrome d'hiver Roundup, 16-17 July 1942, when 13,000 Jews were rounded up by Paris police before being sent to concentration camps* *The Marais, a vibrant Paris neighborhood inhabited over the centuries by aristocrats, then Jews, then the LGBTQ+ community, among other groups.*

Goals and ELOs unique to Traditions, Cultures, & Transformations

Below are the Goals and ELOs specific to this Theme. As above, in the accompanying Table, for each ELO, describe the activities (discussions, readings, lectures, assignments) that provide opportunities for students to achieve those outcomes. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The ELOs are expected to vary in their "coverage" in terms of number of activities or emphasis within the course. Examples from successful courses are shared on the next page.

GOAL 3: Successful students will engage in a systematic assessment of how cultures and sub-cultures develop and interact, historically or in contemporary society.

GOAL 4: Successful students will engage in a systematic assessment of differences among societies, institutions, and individuals' experience within traditions and cultures.

	Course activities and assignments to meet these ELOs
ELO 3.1 Describe the influence of an aspect of culture (religious belief, gender roles, institutional organization, technology, epistemology, philosophy, scientific discovery, etc.) on at least one historical or contemporary issue.	
ELO 3.2 Analyze the impact of a "big" idea or technological advancement in creating a major and long-lasting change in a specific culture.	
ELO 3.3 Examine the interactions among dominant and sub-cultures.	
ELO 3.4 Explore changes and continuities over time within a culture or society.	
ELO 4.1 Recognize and explain differences, similarities, and disparities among institutions, organizations, cultures, societies, and/or individuals.	
ELO 4.2 Explain ways in which categories such as race, ethnicity, and gender and perceptions of difference, impact individual outcomes and broader societal issues	

CURRICULAR MAP for the UNDERGRADUATE MAJOR IN LINGUISTICS, BA PROGRAM (Updated 2-3-23)

Goal 1: *Comprehend the fundamental analytical components needed for linguistic analysis for multiple linguistics sub disciplines.*	Goal 2: *Apply the relevant analytical method(s) to uncover the characteristics of a particular linguistic situation or form.*	Goal 3: *Formulate a well-organized, well-supported argument.*	Goal 4: *Use multiple methods of linguistics inquiry to evaluate the relationship between Lang and society.*	Goal 5: *Engage in original research.*	Goal 6: *Recognize how various uses and applications of linguistics apply to real world phenomena and events.*
Beginning 2000 Intro to Linguistics 2501 Linguistics for Language Learning	**Beginning** 2000 Intro to Linguistics 2501 Linguistics for Language Learning	**Beginning** 2000 Intro to Linguistics 2501 Linguistics for Language Learning	**Beginning** 2000 Intro to Linguistics 2501 Linguistics for Language Learning	**Beginning** 2000 Intro to Linguistics 2051 Analyzing the Sounds of Lang	**Beginning** 2000 Intro to Linguistics 2501 Linguistics for Language Learning
Intermediate 3000 Writing for Linguistics 3401 Words & Meanings 3502 ConLangs 3701 Lang & the Mind 3802 Lang & Computers 3803 Ethics of Language Technology 3901 Lang Evolution & Lang Change	**Intermediate** 2001 Lang & Formal Reasoning 2051 Analyzing Sounds of Lang 3191 Internship in Linguistics 3502 ConLangs 3601 Lang, Race, & Ethnicity in the US 3801 Codes & Code-Breaking 3901 Lang Evolution & Lang Change	**Intermediate** 2367.02 Lang & Advertising 3000 Writing for Linguistics 3601 Lang, Race, & Ethnicity in the US 3603 Lang Across Cultures 3604 Conducting Sociolinguistic Research 3605 Lang & Social Justice 3606 Lang, Gender, & Sex 3701 Lang & the Mind	**Intermediate** 3102 Lost Languages/Cultures 3501 American Indigenous Languages 3601 Lang, Race, & Ethnicity in the US 3603 Lang Across Cultures 3604 Conducting Sociolinguistic Research 3605 Lang & Social Justice 3606 Lang, Gender, & Sex 3803 Ethics of Language Technology 3901 Lang Evolution & Lang Change 3902 Lang Endangerment & Death	**Intermediate** 3191 Internship in Linguistics 3601 Lang, Race, & Ethnicity in the US 3603 Lang Across Cultures 3604 Conducting Sociolinguistic Research 3605 Lang & Social Justice 3701 Lang & the Mind	**Intermediate** 2367.02 Lang & Advertising 3102 Lost Languages/Cultures 3191 Internship in Linguistics 3601 Lang, Race, & Ethnicity in the US 3605 Lang & Social Justice 3801 Codes & Code-Breaking 3802 Lang & Computers 3803 Ethics of Language Technology 3902 Lang Endangerment & Death

Advanced	Advanced	Advanced	Advanced	Advanced	Advanced
4052 Linguistics and the Scientific Method 4100 Phonetics 4200 Syntax 4300 Phonology 4350 Morphology 4400 Lang & Meaning	4052 Linguistics and the Scientific Method 4100 Phonetics 4200 Syntax 4300 Phonology 4350 Morphology 4400 Lang & Meaning 4550 Field Methods 4780 Research Seminar 4998 Research 4999 Thesis Research	4052 Linguistics and the Scientific Method 4100 Phonetics 4200 Syntax 4300 Phonology 4350 Morphology 4400 Lang & Meaning 4602 Lang & Belonging 4780 Undergrad Research Seminar 4998 Research 4999 Thesis Research	4597.02 Lang & the Law 4601 Lang & the Black Experience 4602 Lang & Belonging 5601 Introduction to Sociolinguistics 5901 Introduction to Historical Linguistics	4550 Field Methods 4602 Lang & Belonging 4780 Undergrad Research Seminar 4998 Undergraduate Research 4999 Undergraduate Thesis Research	4052 Linguistics and the Scientific Method 4597.02 Lang & the Law 4780 Undergrad Research Seminar