

MEMORANDUM

ATTENTION: Senate

TEL

FROM: Jon Driver, Vice-President, Academic and Provost *pro tem*, and Chair, SCUP

RE: Establishment of the Department of World Languages and Literatures (SCUP 19-24)

DATE: September 16, 2019

TIME

At its September 4, 2019 meeting, SCUP reviewed and approved the proposal to establish the Department of World Languages and Literatures within the Faculty of Arts and Social Sciences.

Motion:

That Senate approve and recommend to the Board of Governors the establishment of the Department of World Languages and Literatures within the Faculty of Arts and Social Sciences.

c: J. Pulkingham

MEMO

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ATTENTION Jon Driver, Vice-President Academic & Provost, Pro Tempore

FROM Jane Pulkingham, Dean

RE Request for Approval - Formation of New Department of World Languages
and Literatures - Follow-up Memo

DATE September 16 2019

PAGES 2

This memo is by way of follow-up to the SCUP September 4 2019 meeting regarding available options considered in choosing to recommend the creation of a Department of World Languages and Literatures.

In deliberating a way forward, three possible options were considered:

- 1) Status quo: continue to administrate (the arrangement in place for the past 5 years) the Language Training Institute as a quasi-independent institutional entity through the office of the Dean. This involves assigning an Associate Dean to serve as the Director to oversee programing and faculty appointment governance, e.g., tenure and promotion related activity, salary review and appointments, and devoting Office of the Dean staff time to provide academic administrative managerial support, even while the academic appointments are nominally attached to the Department of Humanitie. Continue to administratively house the World Literature program and faculty appointments in the Department of Humanities.

Separate administration of the LTI group and courses through the Office of the Dean is not a viable long run solution within a departmentalized faculty; it is warranted only in short-run exceptional circumstances; academic programs, credential offerings and governance of faculty appointments should be administratively housed within units that have departmentalized status. In addition, after having deliberated the long and complex history of the teaching of languages at SFU and in FASS, in my considered view the LTI structure is not one that will ensure future success in offering world languages at SFU, nor will it ensure that going forward, faculty who teach and research in this area will be able to thrive professionally.

Additionally, it is my view that after two years of discussion and considerable investment of time and energy into developing this proposal, the status quo arrangement will undermine faculty morale and lead to consequent

disengagement. In turn this could only have a negative impact on student experience, particularly in the World Literature program (the area with major/minor credentials), who otherwise currently are exceptionally engaged and motivated, participating in a range of exciting experiential learning opportunities within and beyond the classroom (by way of example, some activities facilitated by faculty members include the annual World Literature Student Conference <https://www.sfu.ca/worldlit/wlsc.html> and student magazine the Lyre Magazine <https://journals.lib.sfu.ca/index.php/lyre/index>); <https://twitter.com/SFUWL>.

- 2) Amalgamate all language (ancient and modern)- and literature-related programming and courses within the faculty to be administratively housed within one large/merged departmentalized unit, such as a school, or very large department. This could include, e.g., the Department of English, the Department of French, the Department of Linguistics, the World Literature Program, the Italian Studies Program, the First Nations Languages Program, Modern Greek language courses, all languages currently taught through the LTI, ancient Greek and Latin courses (taught through the Department of Humanities).

This option is not deemed to be politically feasible or desirable, for a complex set of reasons. Instead, after having deliberated the long and complex history of how languages, literatures and linguistics have been offered at SFU and in FASS, it is my considered opinion that an attainable cohesive strategy for now is one in which the Faculty administratively organizes this 'space' around a three-fold distinction between the "official" languages (English, and French respectively) and literatures; world languages and literatures; and First Nations Languages.

- 3) As a corollary of 1 and 2 above, the preferred option is the proposed Department of World Languages and Literatures; this is key to consolidating an administrative organizational structure within a departmentalized faculty for languages and literatures that accomplishes the second of the three-fold distinction identified above.

Sincerely,



Jane Pulkingham
Dean, Faculty of Arts & Social Sciences



MEMO

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ATTENTION Peter Keller, Vice-President Academic & Provost

FROM Jane Pulkingham, Dean

RE Request for Approval - Formation of New Department of World Languages
and Literatures

DATE May 22 2019

PAGES 2

I request approval to establish a new academic unit in the Faculty of Arts and Social Sciences (FASS) - the Department of World Languages and Literatures (WLL). Please find attached documentation (Proposal, Appendices A-F, plus confidential supporting ratification ballot results), in support of this request for approval.

The proposed new department is a strategic initiative in FASS that will help leverage scholarship and teaching initiatives, and faculty and staffing capacity, in the area of world languages and literatures at SFU.

The proposal is that faculty members affiliated with the existing World Literature Program (WL) and the Language Training Institute (LTI) will come together to form a new department of WLL. Currently, there are 8 CFL appointment lines associated with WL and the LTI. It is the intention of FASS to build faculty capacity in the new unit incrementally based on existing and anticipated future demand for languages and literatures, as identified in the attached documentation.

Currently, the WL program is administratively managed in the Department of Humanities and WL continuing faculty members have academic appointments in the Department of Humanities. This arrangement is a recent one, a trial initiative put in motion in 2015 by former Dean John Craig to move the program to the Burnaby campus from the Surrey Campus in an effort to reduce barriers to course access for credential completion by students in WL (specifically as a way to ensure the delivery of upper division courses experiencing problems of low enrollment at the Surrey campus and subject to cancellation as a consequence), and course access by other FASS students to WL courses, and more generally to build opportunity for synergies in academic programming among cognate disciplines in the arts and humanities in FASS.

Currently, the LTI is administratively managed in the Office of the Dean of FASS. LTI continuing faculty member appointment lines formally remain in the Department of Humanities, where they were moved in 2010 from the Department of Linguistics, as a block and with a separate Directorship. But since 2015, Directorship of the LTI has been delegated to an Associate Dean an arrangement intended as an interim



measure and put in place by former Dean John Craig with the intention of fully integrating LTI faculty members as individuals into an academic unit/units, rather than administratively managed as a distinctive group within an existing academic unit or separately.

As the attached confidential supporting documentation indicates (ratification ballot results), there is demonstrated support (12 of 16 eligible and voting continuing faculty members whose academic appointments are formally placed in the Department of Humanities) for the transfer of faculty members associated with the WL program and the LTI to the proposed new Department of WLL.

Faculty members associated WL and the LTI have given this matter careful deliberation over the past two years, with unanimous support for merging the two groups to form a new department of World Languages and Literatures ratified by all eligible voting members (8 members, 3 in WL and 5 in LTI) through a ballot organized by the Office of the Dean that closed on Friday October 12 2018.

The remaining faculty members in the Department of Humanities (8 in total) are divided in their support (4 in favour, 4 against) through a ballot organized by the Department of Humanities that closed May 3 2019. At the same time, as the enclosed proposal outlines, members of the Department of Humanities not affiliated with WL or LTI are in discussion with members of the Hellenic Studies Program regarding a merger to form a reorganized and single departmental entity. As of September 1 2019 (factoring in retirements), there are 5.5 CFL appointments in Humanities and 5.25 CFL appointments in Hellenic Studies. In anticipation of this merger, the latter two units have agreed to form a combined Tenure and Promotion Committee for the 2019/2020 academic year.

Sincerely,

Jane Pulkingham
Dean, Faculty of Arts & Social Sciences

cc:

**REQUEST FOR APPROVAL: NEW DEPARTMENT OF WORLD LANGUAGES AND LITERATURES,
FACULTY OF ARTS AND SCIENCES, SIMON FRASER UNIVERSITY**

1.0 The Rationale for the Merger of the World Literature Program and the Language Training Institute into a Department of World Languages and Literatures

A Department of World Languages and Literatures (WLL) will create an interdisciplinary unit that consolidates language and literary study to directly address SFU's stated aim of encouraging global citizenship through "international knowledge, understanding, and engagement." Facilitated by an approach that coordinates language acquisition with the critical thinking skills that comparative literary scholarship provides, WLL will offer students and the larger SFU community an integrated platform for developing cross-cultural competencies. Complementary to the "area studies" paradigm of units such as English and French (that also reflect Canada's two official languages), as well as History, and the School of International Studies, the proposed new department would not only form a robust research and teaching center on campus, but also, because of its inclusion of multiple linguistic and literary traditions, would be a natural locus for community-building both at SFU and in our local area. By centering a cross-cultural, comparative approach to department governance, curriculum, and outreach, WLL will locate itself on the front lines of SFU's internationalization strategy, as well as directly respond to the university's imperative to improve equity, diversity, and inclusion on campus.

Units that combine the study of multiple languages and literatures are well-established across North America (see Appendix A for a list with some examples). Languages and literatures have long formed one of the pillars of a general education, and for good reason. Given the importance of global engagement with diverse populations, such units are also vital to the future. Units that integrate language and literature instruction offer a directly applicable set of skills to students who will have to negotiate an increasingly international and culturally diverse landscape, and appear to be generally popular and effective in terms of teaching, student interest, and research activity. WLL, as a unit of this type, would be a source of highly relevant service courses, as well as a center for educating the next generation of internationally-minded critical thinkers. By combining and developing SFU resources in languages and literature, WLL will also build the capacity to become an innovative, interdisciplinary research unit that directly responds to the needs of the community. The future is clearly multilingual and FASS and the proposed department of WLL will be a unit that offers a centralized location for research and teaching addressing this opportunity and challenge.

Faculty members affiliated with the World Literature Program (WL) and the Language Training Institute (LTI), 8 CFL appointment lines combined, have faculty appointments in the Department of Humanities. This arrangement is not a longstanding one.

Currently, the WL program is administratively managed in the Department of Humanities and WL continuing faculty members have academic appointments in the Department of Humanities. This arrangement is a recent one put in place when the unit was moved to the Burnaby campus from the Surrey Campus as part of a trial initiative put in motion in 2015 by former Dean John Craig to reduce barriers to course access for credential completion by students in WL, and course access by other FASS students to WL courses, and more generally to build opportunity for synergies in academic programming among cognate disciplines in the arts and humanities in FASS. This initiative has proven successful in several ways, one of which is to create synergies between WL and LTI faculty, the other is in moderating the effect of declining enrolments in WL when at the Surrey campus.

Since 2015, the LTI has been administratively managed in the Office of the Dean of FASS. LTI continuing faculty member appointment lines formally remain in the Department of Humanities, where they were moved in 2010, as a block and with a separate Directorship. But since 2014, Directorship of the LTI has been delegated to an Associate Dean (responsible for teaching assignments, performance review, hires and course scheduling etc.). This arrangement, intended as an interim measure, was put in place by former Dean John Craig with the intention of fully integrating LTI faculty members as individuals into an academic unit or units, rather than administratively managed as a distinctive group within an existing academic unit or separately.

LTI faculty (placed in the Department of Humanities in 2010) have been managed separately from the Department of Humanities, out of the Office of the Dean of the Faculty of Arts and Social Sciences, an arrangement established by Dean Craig as an interim measure.

More recently, and parallel to the deliberations by the WL and LTI faculty to combine to form a new department of WLL, the remaining faculty members in the Department of Humanities (5.5 CFL appointments as of September 1 2019), and members of a separate academic program, Hellenic Studies (currently 5.25 CFL appointment lines), are in discussion about merging into a new combined unit. In anticipation of this merger, the latter two units have agreed to form a combined Tenure and Promotion Committee for the 2019/2020 academic year.

2.0 Curriculum Planning and Future Growth

The merger of WL and LTI into WLL offers exciting opportunities for innovative programming both immediately and in the near future, since the entities involved have already established largely complementary undergraduate curricula (See Appendix B for a list of the courses and credentials offered by both units). Because of existing affinities, the transition into a department should be very smooth and offer some immediate advantages that are likely to boost enrolments for both languages and literature. For example, students who are already taking language courses will be more aware that the World Literature (WL) major allows students to count a 4th-semester language course toward their lower division credits. WL Honours students, who are required to take a language, will benefit from a closer relationship between literature and language faculty. While WL and various language courses will likely run in parallel in the short term, language expertise shared by existing language and literature faculty (Japanese, German, Arabic) could lead to a more integrated WLL curriculum in which students can develop their language skills to the point where they can read literature in the original – the gold standard that is upheld by most language and literature units across North America and an important prerequisite for both graduate school and/or international business and government professions. WLL will additionally become a home for certificates in specific languages, an attractive credential not only for literature students, but for the general student body.

In the longer term, WLL plans to grow in response to the existing linguistic diversity of the Lower Mainland, which represents a largely untapped resource for BC and Canada in general. Current Language Training Institute (LTI) offerings include Mandarin, Japanese, German, Spanish, Farsi, and Arabic, so languages both important to international matters as well as local BC communities are well represented. Obvious future opportunities for WLL and therefore SFU to build bridges with local communities present themselves in Korean and Punjabi, world languages that are particularly significant to our region as well. WLL can envision strategic hiring in these languages that cover both language and literary study, or else complementary hires in literature and language. Robust development and regularizing of these local and world languages in the WLL curriculum would signal to students with no experience in these languages that SFU's diversity is valued both academically and professionally. Furthermore, for the many students who are already multilingual, WLL will allow them a place to develop their linguistic skills as well as acquire critical thinking abilities that will allow them to more effectively mobilize their multilingualism in professional and academic settings.

A WLL with increased capacity to teach a wider array of languages and literatures, while maintaining a core spirit of cross-culturalism, would be the ideal home for an M.A. in

translation studies,¹ which could offer both professional and literary tracks. Such programs at other universities have proven both popular and profitable while ensuring that the local economy is well supplied with well-qualified multilingual professionals. WLL also has informally explored, with SFU colleagues who have expertise in this area, building and implementing an SFU Program for Advocacy of Multilingualism (SPAM), which among other innovations could develop a path for current SFU students in all faculties to apply for formal transcript acknowledgement of their linguistic competencies. Such programs would further strengthen SFU's international connections, as well as drive the teaching, research, and service initiatives of WLL faculty in productive and interesting new directions.

Current Foundations and Initiatives

It is anticipated that the existing core offerings of both units will continue in the immediate wake of the merger. Maintaining these parallel curricula is not only the safe route to take for a pair of established programs joining together for the first time, but also reflects the norm for most combined units of this type.

It should be noted that both units enjoy solid enrolments, language learning courses (offered at the lower division undergraduate level) being predictably more robust in part because of the long-established offering of these courses at SFU and a focus upon languages that are pertinent to the Pacific Rim (see, Appendix C for enrolment information). WL has maintained solid enrolments in recent years despite a softening that reflects the general tendency in the humanities and arts within FASS.

The World Literature Program offers the following credentials: major; minor; extended minor; two joint majors (one with History, the other with International Studies); and an Honors Program. All courses are founded upon the disciplinary focus of World Literature; that is, the rigorous cross-cultural study of literatures written primarily in languages other than English. Many courses include a strong emphasis on literary theory (including translation theory and practice) and/or academic research and writing skills.

The Language Training Institute offers lower-division language course in Chinese (Mandarin), Japanese, Spanish and German on a consistent basis with occasional upper-division courses offered as demand allows. Additional languages reflecting the demography of the Lower Mainland are currently being offered on a temporary basis, with the goal of regularization in the near future: notably, Punjabi, Arabic, and Farsi. There also appears to be interest in and external support for the teaching of both Korean and Cantonese.

¹ This professionally focused graduate level academic credential is quite distinct from diploma and certificate offerings in interpretation offered through Life Long Learning.

There are also several *immediate* opportunities for synergy; opportunities that will not significantly disrupt the teaching repertoire of current faculty in both programs. On the WL side, recent changes to requirements allow students to count one second-year language course as a WL credit toward the major. A closer relationship with language teaching faculty as a result of the formation of the proposed new department will likely increase student interest in, and awareness of, this opportunity.

With the LTI, there is a potential for certificates to be revived and hosted by the new department: in particular, Chinese Studies; German Studies; and the Spanish Language Certificate. Given the significant student demand, there is also potential for developing a Japanese Studies Certificate. The inclusion of a foundational course like WL100 (What is World Literature?) in these certificates will likely boost student interest in the connection between WL and the acquisition of languages. It is anticipated that these initiatives will work in collaboration with the Global Asia Program that will be launched in Fall of 2019.

It is anticipated that the curricular integration which will occur with the merger of the existing units will result in eventual shifts in the teaching repertoire and in corresponding curricular revisions. Current WL faculty have specialized expertise in Japanese, Farsi, German, and Arabic, and could gradually shift their teaching to include courses focusing on those traditions. A curricular shift like this would build collaboration and teamwork among faculty in the new unit, who could work together to support greater opportunities for specialized language study. However, it would also obviously impact the degree offerings and require curricular adjustments to the World Literature degree options currently being offered.

Current LTI faculty have an interest in developing and maintaining language-based certificates. Certificates are an excellent complement to any undergraduate degree, and particularly for students concentrating on WL. In the near term, certificates like Chinese Studies and German Studies will be encouraged and maintained. As the department grows, there will be a corresponding building of the capacity and demand for certificates in other languages.

Assuming the continued growth of the new department, there is every good reason to work for the long-term development of:

1. A world languages and literatures major that includes specialization in a particular language;
2. Alongside the world languages and literatures concentration, the development of minors in particular languages that would have a literary emphasis; for example, a minor in Chinese literature

Neither WL nor the LTI offer a graduate program at this time and there are no immediate plans to create one. The potential exists, however, especially given the favorable developments at other universities where similar combined departments can be found (see, Appendix A).

The teaching of English and French would remain in the Departments of English and French, respectively, and the teaching of Indigenous languages would remain with the First Nations Language Program.

There are two international languages currently not delivered through the LTI: Modern Greek and Italian. Modern Greek is currently offered through the Hellenic Studies Program (which delivers an undergraduate certificate credential as well as courses in Hellenic Studies), although originally it was delivered through the Language Training Institute. Italian (and the Italian Studies Program, with 1.0 CFL complement) is currently administratively housed in the Department of French. The Faculty of Arts and Social Sciences is in discussion with the Hellenic Studies Program and the Department of French and the Italian Studies Program, regarding a longer-term plan to consolidate the delivery of international language programming through the new department of WLL.

3.0 Governance

The Directors of the WL Program and LTI have drafted a Departmental Constitution with appropriate Appendices (see Appendix D). These documents include a brief mission statement, rules for the creation and conduct of key committees, faculty voting rights, and so on. Basic procedures for day to day operations commonly found in FASS units are also spelled out.

A draft of the document was circulated to faculty members in the two units and was discussed at separate and combined meeting of the two units. The draft Constitution and Appendices were ratified by eligible faculty through a ballot organized by the Office of the Dean. If the proposal to create a new department of WLL is approved, the draft Constitution will be revisited, amended as appropriate through a consultative process at the (newly formed) department level, and a final version ratified by member of the unit at the time.

Amongst other things, the merger will produce new management efficiencies insofar as only one unit-head (i.e. a chair of the department) will be required rather than two Directors as is currently the case.

4.0 Faculty Requirements

Continuing faculty members from WL and LTI will form the nucleus of the new, combined department. At present, there are 4.0 CFL continuing faculty appointment lines

associated with WL and 4.0 CFL continuing faculty appointment lines associated with the LTI. Additional non-continuing teaching appointments, as well as adjunct and associate faculty appointments, are currently associated with the two separate units and would become members of the new department if the proposal is approved. See Appendix E for a full, combined list of faculty members including adjunct and associate faculty. Faculty renewal for the new department will focus on building capacity through cross-appointments with other FASS units and within the newly formed department, complementary appointments that bridge language and literature or literary study. Longer term curriculum planning will generate requests for new faculty in important and popular areas (e.g., Arabic, Spanish, and Korean languages and literatures).

5.0 Staff Requirements

The department will need a full-time manager (APSA). It is anticipated that the current manager of the Language Training Institute will initially transfer over to the new department, following which there will be an open competition per standard University policy/procedure. The manager will be responsible for advising; this is a common practice in small units across the university. Existing part time (CUPE) staff will also likely move to the new department, initially, followed by an open competition. The new department will probably require only one person providing secretarial and administrative support, as is commonly the case in departments of a similar size.

6.0 Budget Requirements

Both WL and LTI have Temporary Instruction and Operating Budgets. Temporary instruction needs will fluctuate according to demand and the availability of funding but the projected amounts for term and sessional instructors will remain the same, at least for the first year of operations. The current Operating Budgets, when combined, should be sufficient for the continued operation of the new department. If adjustments are required they should not be so great as to be unmanageable. The combined Operating Budget should be in the region of \$25,000 per annum which may result in a small saving for FASS (approximately \$3,000 per annum).

It should be noted that only one Chair's annual stipend will be required. The new department should be listed as a Schedule B department on a par with a unit of approximately the same size and complexity, such as gerontology, urban studies, or humanities.

7.0 Space Requirements

The two sets of faculty member complement that will form the proposed new department of WLL currently are not co-located and should be geographically co-located in the near to medium future.

8.0 Proposed Timeline

Ideally, the new department would be in place and operating as a single administrative unit by the end of the Fall Term 2019. Students should be admitted to the new department effective January 2020. Course names and numbers and credentials are not being changed at this stage. Therefore, students can still be enrolled in (or admitted to) the courses/credentials currently associated with the LTI and WL ahead of the final completion of administrative tasks and the final creation of the Department of World Languages and Literatures. Other kinds of calendar and website changes will be attended to when it is appropriate to do so.

Appendix A:

**Examples of North American
Language and Literature
Programs**

Appendix A – Examples of North American Language and Literature Programs

Canada

Alberta, University of – Department of Modern Languages and Cultures, Comparative Literature Program (eg. Arab, Norwegian, Russian) <https://www.ualberta.ca/modern-languages-and-cultural-studies/undergraduate-program-information/areas/comparative-literature>

British Columbia, University of – Department of Asian Studies (eg. Korean, Persian, Punjabi) <http://asia.ubc.ca/>

McGill University – Department of Languages, Literatures, and Cultures <https://www.mcgill.ca/langlitcultures/>

McMaster University – Comparative Literature Program, Department of Linguistics and Languages (eg. German, Japanese, Spanish) <https://library.mcmaster.ca/collections-services/policies/comparative-literature>

Ottawa, University of – Department of Modern Languages and Literatures <https://arts.uottawa.ca/modernlanguages/>

Queen's University – Department of Languages, Literatures and Cultures <https://www.queensu.ca/llcu/home>

Toronto, University of – Department of Germanic Languages and Literatures <http://german.utoronto.ca/>, Department of Slavic Languages and Literatures <http://sites.utoronto.ca/slavic/>, Department of Spanish and Portuguese <http://spanport.utoronto.ca/>, Centre for Comparative Literature <http://complit.utoronto.ca/>

Victoria, University of – Germanic and Slavic Studies (eg. German, Russian) <https://www.uvic.ca/humanities/germanicslavic/index.php>

Waterloo, University of – East Asian Studies (eg. Chinese, Japanese, Korean) <https://uwaterloo.ca/culture-and-language-studies/east-asian-studies>

United States

Boston University – Department of World Languages and Literatures <http://www.bu.edu/wll/>

California State University – Department of World Languages and Literatures <https://flan.csusb.edu/>

Illinois, University of – Program in Comparative and World Literature <http://www.complit.illinois.edu/>

Massachusetts, University of – Department of Foreign Literature and Languages
<https://www.umassd.edu/cas/fl/>

Massachusetts Institute of Technology – Global Studies and Languages (formerly Foreign Languages and Literatures) <http://mitgsl.mit.edu/>

North Carolina State University – Department of Foreign Languages and Literatures
<https://fl.chass.ncsu.edu/worldlit/>

Omaha, University of – Department of Foreign Languages and Literature
<http://www.unomaha.edu/college-of-arts-and-sciences/foreign-languages-and-literature/>

Portland State University – Department of World Languages and Literatures
<https://www.pdx.edu/wll/welcome-to-the-department-of-world-languages-and-literatures>

Southern Illinois, University of – Department of Foreign Languages and Literature
<http://www.siu.edu/artsandsciences/fl/>

Spelman College – Department of World Languages and Literature
<http://www.spelman.edu/academics/majors-and-programs/world-languages-and-literature>

Virginia Polytechnic Institute and State University – Department of Foreign Languages and Literatures <http://liberalarts.vt.edu/departments-and-schools/department-of-foreign-languages-and-literatures.html>

Washington, University of – a variety of "Comparative Literature and Film Studies," "Language and Literature", "Languages and Civilization", or "X Studies" departments
<http://www.washington.edu/uaa/advising/academic-planning/general-education-requirements/foreign-language/>

Wisconsin, University of – Department of Foreign Languages and Literature
<https://uwm.edu/foreign-languages-literature/>

Appendix B:

Credentials and Courses

Appendix B – Credentials and Courses

World Literature Credentials

World Literature Major

World Literature Honours

World Literature and History Joint Major

World Literature and International Studies Joint Major

World Literature Minor

World Literature Extended Minor

World Literature Courses

WL 100 What is World Literature? (3) – Explores how texts travel beyond their cultures of origin, influence other cultural contexts and ideas, and become works of world literature. Introduces the concepts of cross-cultural literary criticism and translation. Breadth-Humanities.

WL 101W Writing in World Literature (3) – Explores literary texts from diverse linguistic and cultural origins while introducing students to the fundamentals of comparative literary analysis and critical writing. May examine cross-cultural interactions, or compare texts thematically. Writing/Breadth-Humanities.

WL 101W Writing in World Literature (3) – Explores literary texts from diverse linguistic and cultural origins while introducing students to the fundamentals of comparative literary analysis and critical writing. May examine cross-cultural interactions, or compare texts thematically. Writing/Breadth-Humanities.

WL 103W Early World Literatures (3) – Introduces ways of comparing early world literatures across time and space. May explore fundamental themes such as love, heroism, or the underworld. Writing/Breadth-Humanities.

WL 104W Modern World Literatures (3) – Introduces ways of comparing modern world literatures across time and space. May explore topics such as revolution, technology, or existentialism. Writing/Breadth-Humanities.

WL 105W World Literature Lab (3) – Incorporates academic and creative writing assignments through hands-on exploration of language, literacy, and literature across cultures. Includes translation exercises and writing workshops. Additional language fluency highly recommended but not required. Writing/Breadth-Humanities.

WL 200 How to Do Things with World Literature (3) – Introduces major theoretical approaches to literature and fundamental techniques of literary analysis. Develops students' critical skills for analytical writing about literature in comparative, cross-cultural contexts. Prerequisite: six units in World Literature, including one W course.

WL 201 East/West Encounters (3) – Explores the relationship between Eastern and Western narratives. The focus may include the mutual influence of Eastern and Western cultural traditions and modernities, the construction of the 'East' in the West and of the 'West' in the East, theories of Orientalism and Occidentalism, and forms of East/West syncretism. This course may be repeated once for credit when different topics are offered. Breadth-Humanities.

WL 202 North/South Intersections (3) – Investigates cross-cultural interactions between European or North American traditions and those of the "global South." May explore themes such as empire, globalization, and modernity, or examine how the artistic achievements of Africa, Oceania, Latin-America, or South Asia influence other traditions. This course may be repeated once for credit when different topics are offered. Breadth-Humanities.

WL 203 Subversive Genres (3) – Explores the destabilizing potential of literary and artistic genres as they move across cultural lines. Focuses on genres that have traveled widely, such as Gothic horror, utopian fantasy, science fiction or ecocriticism and environmental literature. This course may be repeated once for credit when different topics are offered. Breadth-Humanities.

WL 204 Rights and Activism in Literature (3) – Focuses on literary responses to political oppression, censorship, displacement, terrorism or warfare. Thematic interests may include human rights, gender inequality, racism or class exploitation. Breadth-Humanities.

WL 300 How Ideas Travel (4) – Explores the counterpoint of Western and non-Western approaches to world literature. May draw from disciplines including comparative literature, history, anthropology, and semiotics to focus on how concepts of world literature are imported and transformed in new cultural contexts. Builds on the skills and knowledge acquired in WL 200. Prerequisite: 45 units, including WL 200.

WL 301W Writing and Research (3) – Helps students develop more advanced critical thinking and writing skills through a selected topic in world literature. Explores specific literary research methods such as formulating a research question, engaging with secondary sources, and creating a strong authorial voice. Prerequisite: 45 units including nine units in World Literature. Writing.

WL 303 Global Culture and Its Discontents (4) – Explores the tendencies of globalization in the cultural realm, which while sparking cross-border communication, also tends to flatten identities into a coercive global norm. Focuses on writing in contexts of political oppression, digital communities, censorship, cultural displacement, terrorism and/or warfare. Prerequisite: 45 units. Breadth-Humanities.

WL 304 Exile and Migration (4) – Explores the culture of peoples and individuals displaced by force or migrating by choice. May focus on the literary cultures of exiles and emigres or on the depiction of refugees, immigrants or exiles. Prerequisite: 45 units. Breadth-Humanities.

WL 305W Sages and Poets (4) – Showcases the insights, visions, and struggles of sages and poets across the ages in world literature. Focuses on how these figures push the limits of language, embark on mystical quests, explore ideas of faith, or create supernatural worlds. Prerequisite: 45 units. Writing/Breadth-Humanities.

WL 306 Transnational Literary Rebellions (4) – Investigates cross-cultural literary movements that challenge the status quo. Focal points might include romanticism, modernism, existentialism, or other cultural and political tendencies, with attention to how such styles or movements gain impetus in new national/regional settings. This course may be repeated for credit when different topics are offered. Prerequisite: 45 units. Breadth-Humanities.

WL 307 Creative Writing in World Literature (4) – A creative writing workshop focusing on students' production of original works, translingual writing, and/or literary translation. This course may be repeated for credit when different topics are offered. Prerequisite: 45 units. Breadth-Humanities.

WL 308 Travel and Trade (4) – Explores how travel and trade contribute to literary history and the exchange of ideas across space. May focus on chronicles of discovery, travel writing, accounts of religious pilgrimage, mythical quest narratives, or other literary texts dealing with the traveler's experience of cross-cultural encounter. This course may be repeated for credit when different topics are offered. Prerequisite: 45 units. Breadth-Humanities.

WL 309 Empire and Resistance (4) – Juxtaposes the narratives of imperial conquest and colonial resistance. May focus on one particular imperial history or compare several. May feature narratives of rebellion and independence, national and/or postcolonial identity, or imperial nostalgia. This course may be repeated for credit when different topics are offered. Prerequisite: 45 units. Breadth-Humanities.

WL 320 Interdisciplinary Approaches to World Literature (3) – Intermediate seminar on the intersections between World Literature and other modes of cultural expression, or other academic disciplines. May focus on different methodological approaches to World Literature, for instance gender, cultural, or performance studies. Alternatively, may explore literature in relation to music, theatre, film, the visual arts, or digital humanities. This course may be repeated for credit when different topics are offered. Prerequisite: 45 units. Breadth-Humanities.

WL 330 Special Topic in World Literature (4) – Seminar on a topic in World Literature. This course may be repeated for credit when different topics are offered. Prerequisite: 45 units.

WL 340 Directed Studies (1) – Independent reading and research on a topic selected in consultation with the supervising instructor. Reserved for World Literature honours, major and minor students. Prerequisite: Admission is by permission of the Instructor and Director.

WL 345 Directed Studies (2) – Independent reading and research on a topic selected in consultation with the supervising instructor. Reserved for world literature honours, major and minor students. Prerequisite: Admission is by permission of the Instructor and Director.

WL 350 Directed Studies (3) – Independent reading and research on a topic selected in consultation with the supervising instructor. A research essay is required. Prerequisite: Two 100 level World Literature courses, two 200 level World Literature courses, and two 300 level World Literature courses. Reserved for World Literature honors, major, and minor students. Admission is by permission of the instructor and Director.

WL 400 Early Literary Cultures (4) – Explores ancient literatures and text networks. May focus on the themes of heroism, war, the rise of ethical systems, love and sexuality from pre-history to the 7th century CE. Prerequisite: 60 units including two 300-level courses in World Literature, English, and/or Humanities.

WL 401 Beyond the Medieval (4) – In regions the world over, classical civilizations covering large territories separated over time into more locally defined cultures. This course examines the transitions from cosmopolitan literatures characterized by lingua francas (e.g. Latin, Sanskrit) to popular, vernacular literatures and cultures from the 8th century CE to 1500. Prerequisite: 60 units including two 300-level courses in World Literature, English, and/or Humanities.

WL 402 Stories of Modernity (4) – Modernity, defined as “rapid, traumatic change across social, political, technological and artistic realms,” has arguably occurred the world over at various times. This course examines how literature has reflected and inflected the emergence of modernity in two or more cultures since the 14th century. Prerequisite: 60 units including two 300-level courses in World Literature, English, and/or Humanities.

WL 403 Contemporary World Literature (4) – Explores literary texts and movements emerging since the second half of the twentieth century. May focus on responses to modernism, hybrid genres, digital media or contemporary themes. Prerequisite: 60 units including two 300 level courses in World Literature, English, and/or Humanities.

WL 404W Literature and Translation (4) – Explores the translation of texts into new cultural contexts, their reception, and the theory and practice of literary translation. May compare several texts or focus on a single work that has been reconceived in several cultures. Prerequisite: 60 units including two 300 level courses in World Literature, English, or Humanities. Writing.

WL 410 Selected Topic in World Literature I (4) – Advanced seminar on a topic in World Literature. This course may be repeated for credit when different topics are offered. Prerequisite: 60 units including two 300 level courses in World Literature, English, and/or Humanities.

WL 450 Directed Readings in Language and Literature (4) – Independent study of literature in a language other than English. Prerequisite: Admission by permission of the instructor and department.

WL 460 Directed Studies (4) – Independent reading and research on a topic selected in consultation with the supervising instructor. A research essay is required. Prerequisite: Two 100 level World Literature courses, two 200 level World Literature courses, and two 300 level World Literature courses. Reserved for World Literature honors, major, and minor students. Admission is by permission of the instructor and Director.

WL 480 Research Seminar for Honours Essay (4) – Examines the methods and methodologies of world literature by focusing on case studies of influence, reception and translation. The case studies will be chosen in relation to students' approved topics for honours essays. Students, meeting regularly with their advisors, will perform extensive preparatory research for WL 490 and show solid evidence of this preparation by the end of the semester. Prerequisite: Lower division and language requirements for the World Literature major plus 12 units of upper division requirements including WL 300. Open only to students who have been accepted into the World Literature honours program. Admission is by permission of the Instructor and the Department.

WL 490 Honours Graduate Essay (4) – Examines the methods and methodologies of world literature by focusing on case studies of influence, reception and translation. The case studies will be chosen in relation to students' approved topics for honours essays. Honours students will meet regularly with their supervisors, building upon the research work completed in WL 480 in order to complete a final draft of their research essay. Students will present their research essay in a public forum at the end of the semester. Prerequisite: Lower division and language requirements for the World Literature major plus 12 units of upper division requirements including WL 300. Open only to students who have been accepted into the World Literature honours program. Admission is by permission of the Instructor and the Department.

Language Training Institute Credentials

Certificate in German Studies

Certificate in Spanish Language (suspended effective Summer 2017)

Language Training Institute Courses

Chinese Courses

CHIN 100 Mandarin Chinese I (3) – Introduction to the study of Mandarin Chinese and to the development of basic oral and written skills for those with no background in Mandarin. Students will study phonetics, vocabulary, syntax, grammar and culture.

CHIN 101 Mandarin Chinese II (3) – Continues to build on all four language skills acquired in CHIN 100. Prerequisite: CHIN 100 or equivalent.

CHIN 111 & 112 STT – Introduction to Mandarin Chinese and Society I & II (3) – Designed for students with no experience and knowledge in Mandarin Chinese. Emphasizes functional and life-skill based language in situational contexts. Introduces current expressions, idioms, and ways of living of the young generation, and provides a broad and comprehensive overview of the sociocultural environment of contemporary Chinese society. Note: these courses have been designed for the Global Communications Master of Arts Program but may be taken by other students.

CHIN 151 Spoken Mandarin for Speakers of Other Chinese Dialects I (3) – Designed for speakers of a Chinese dialect other than Mandarin, e.g., Cantonese. Learners will come to the course with no ability in spoken Mandarin, but some command of Chinese reading and writing. By the end of CHIN 151, students will be able to use spoken Mandarin at a basic level. Prerequisite: No knowledge of spoken Mandarin; placement interview. Students with credit for CHIN 151 may not take this course for further credit.

CHIN 152 Spoken Mandarin for Speakers of Other Chinese Dialects II (3) – Designed for speakers of a Chinese dialect other than Mandarin, e.g., Cantonese. Learners will come to the course with novice level proficiency in spoken Mandarin and a good command of Chinese reading and writing. By the end of CHIN 152, students will have improved their pronunciation and aural comprehension of spoken Mandarin and have enhanced their conversational skills. Prerequisite: CHIN 151 or equivalent.

CHIN 153 Spoken Mandarin for Speakers of Other Chinese Dialects III (3) – A continuation of CHIN152. Designed for speakers of a Chinese dialect other than Mandarin, e.g., Cantonese. Further develops learners' oral skills in paragraph length discourses on a variety of social, academic and business-related topics and terminology through class discussions and presentations. Prerequisite: CHIN 152 or equivalent.

CHIN 180 Intensive Mandarin Chinese for Beginners I (3) – An intensive introductory course for non-heritage students. Students are expected to master Mandarin Chinese pronunciation and acquaintance with simplified Chinese characters. Basic grammar, everyday conversation topics and Chinese communication style are introduced. Students with credit for CHIN 100 may not take this course for further credit. Note: this course has been designed for the Computing Science Dual Degree Program but is open to other students.

CHIN 181 Intensive Mandarin Chinese for Beginners II (3) – A continuation of CHIN 180. Students continue to develop skills in listening, speaking, reading and writing in Chinese at a good pace. Lessons also include on-line listening and writing exercises. Prerequisite: CHIN 180, CHIN 100 or equivalent. Students with credit for CHIN 101 may not take this course for further credit. Note: this course has been designed for the Computing Science Dual Degree Program but is open to other students.

CHIN 190 Heritage Mandarin Chinese I (3) – An introductory course for heritage language learners who have native or near native speaking ability in Chinese (Mandarin or other dialects), but limited knowledge of written Chinese. Mandarin Chinese phonetic system, basic grammar and 300 Chinese characters are introduced to improve students competences in spoken Mandarin and modern written Chinese. Prerequisite: This course is for students of Chinese origin who have native or near native speaking ability in Chinese (Mandarin or other dialects), but limited knowledge of written Chinese.

CHIN 191 Heritage Mandarin Chinese II (3) – A continuation of CHIN 190. Heritage Chinese students continue to develop competence in Mandarin Chinese, with an emphasis on reading and writing skills. Prerequisite: CHIN 190 or equivalent. This course is for students of Chinese origin who have near native speaking ability in Chinese (Mandarin or other dialects), but limited knowledge of written Chinese.

CHIN 200 Mandarin Chinese III (3) – Continues to build on all four skills of the language acquired in CHIN 101/102, with special emphasis on improving the students' spoken facility in the language. Prerequisite: CHIN 100 and 101 or equivalent.

CHIN 201 Mandarin Chinese IV (3) – Continues to build on all four skills of the language acquired in CHIN 200, with special emphasis on improving the students' spoken facility. Prerequisite: CHIN 200 or equivalent.

CHIN 280 Intensive Mandarin Chinese for Beginners III (3) – Intensive training in vocabulary, character acquisition and essentials of grammar. Further development of conversational skills through a communicative approach. Lessons include on-line listening and writing exercises. Prerequisite: CHIN 181, CHIN 101 or equivalent. Students with credit for CHIN 200 may not take this course for further credit. Note: this course has been designed for the Computing Science Dual Degree Program but is open to other students.

CHIN 281 Intensive Mandarin Chinese for Beginners IV (3) – A continuation of CHIN 280. Students further develop conversational, reading and writing skills in Chinese. Lessons also include on-line listening and writing exercises. Prerequisite: CHIN 280, CHIN 200 or equivalent. Students with credit for CHIN 201 may not take this course for further credit. Note: this course has been designed for the Computing Science Dual Degree Program but is open to other students.

CHIN 290 Heritage Mandarin Chinese III (3) – A continuation of CHIN 191. Develops students' communicative competence in spoken Mandarin and modern written Chinese. Classes are conducted entirely in Chinese. Intermediate level materials introduce the basic core of China's culture. By the end of the course, students are expected to have an active vocabulary of approximately 1100 Chinese characters. Prerequisite: CHIN 191 or equivalent. This course is for students of Chinese origin who have near native speaking ability in Chinese (Mandarin or other dialects), but basic knowledge of written Chinese.

CHIN 291 Heritage Mandarin Chinese IV (3) – A continuation of CHIN 290. Students further develop communicative competence in Chinese language, as well as a deeper understanding of Chinese culture through course materials on Chinese history, mythology and folktales. Prerequisite: CHIN 290 or equivalent. This course is for students of Chinese origin who have near native speaking ability in Chinese (Mandarin or other dialects), but basic knowledge of written Chinese.

CHIN 390 STT-Advanced Chinese Reading (3) – This course introduces specialized technical vocabulary, terminology and sentence patterns used in scientific and technical documents for students with intermediate level Chinese to improve their reading skills. Practical technology-focused reading, writing and discussion will be organized to build up students' comprehensive abilities.

German Courses

GERM 102 Introductory German I (3) – Emphasis on the acquisition of spoken fluency, correct pronunciation, and reading facility. This course will be for all students who have not taken BC grade 12 German or its equivalent.

GERM 103 Introductory German II (3) – Continues the work of GERM 102. It should be taken, wherever possible, in the term immediately following GERM 102. Prerequisite: GERM 102 or equivalent.

GERM 104 German for Reading Knowledge I (3) – This is a first year German course intended for absolute beginners who want to acquire some rudimentary reading knowledge of German. Prerequisite: No knowledge of German is required.

GERM 201 Intermediate German I (3) – Emphasis on oral command, accurate and idiomatic expression; reading of intermediate texts. Prerequisite: GERM 103 or equivalent.

GERM 202 Intermediate German II (3) – Continues the work of GERM 201. Considerable emphasis will be placed on reading, oral and written command of the language. Prerequisite: GERM 201 or equivalent.

GERM 300 Advanced German: Composition and Conversation (3) – Practice in comprehension, reading, speaking and writing, combined with a review of the essential points of grammar. Prerequisite: GERM 202 or consent of the instructor.

Japanese Courses

JAPN 100 Introduction to Japanese I (3) – A comprehensive introduction to the Japanese language providing basic oral and written communication skills through an emphasis on vocabulary, grammar, and culture. The three Japanese writing systems will also be introduced (Hiragana and Katakana for production; some Kanji for recognition only). Students with previous knowledge of Japanese should not enrol in this course without consulting a Japanese instructor.

JAPN 101 Introduction to Japanese II (3) – Continues the work of JAPN 100. Prerequisite: JAPN 100 or equivalent.

JAPN 200 Advanced Beginners' Japanese I (3) – Continues the work of JAPN 101. Emphasizes all four skills: listening, speaking, reading, and writing. Everyday language is emphasized. Prerequisite: JAPN 101 or equivalent.

JAPN 201 Advanced Beginners' Japanese II (3) – Continues the work of JAPN 200. Prerequisite: JAPN 200 or equivalent.

JAPN 300 Intermediate Japanese I (3) – Comprehension of intellectually oriented materials, processing information needed for judgment and decision making, and expression of inner feelings and thoughts. Prerequisite: JAPN 201 or by permission of the department.

JAPN 301 Intermediate Japanese II (3) – Comprehension of intellectually oriented materials, processing information needed for judgment and decision making, and expression of inner feelings and thoughts. Prerequisite: JAPN 300 or by permission of the department.

JAPN 351 STT - Japanese Language and Culture through Film (3) – Acquaints students with the pragmatic use of Japanese. Students are introduced to different styles of Japanese communication and various aspects of Japanese society. Prerequisite: JAPN 201.

Spanish Courses

SPAN 102 Introductory Spanish I (3) – First half of first year Spanish. Emphasis on developing conversation and comprehension skills as well as understanding how Spanish grammar works. Students will learn typical daily vocabulary and are introduced to cultural aspects of the language. By the end of the term, students will have acquired basic conversational skills and an elementary reading facility.

SPAN 103 Introductory Spanish II (3) – Second half of first year Spanish. As in SPAN 102, the emphasis is on oral skills and grammar while continuing to develop reading and writing proficiency. By the end of the term, students will be able to communicate in Spanish using a wide range of grammatical structures and vocabulary. SPAN 103 should be taken in the term immediately following SPAN 102. Prerequisite: SPAN 102, grade 12 Spanish, or equivalent.

SPAN 201 Intermediate Spanish I (3) – First half of second year Spanish. Students will transfer their knowledge of the structure of Spanish into performance and use the language in an accurate and idiomatic way. The emphasis is on further development of all four skills: listening, speaking, reading, and writing. By the end of SPAN 201, students will be able to function in a Spanish-speaking environment. Prerequisite: SPAN 103 or equivalent.

SPAN 202 Intermediate Spanish II (3) – Continues the work of SPAN 201 with emphasis on oral command and writing skills. Reading of selected texts will be introduced to expose the students to Hispanic culture. Prerequisite: SPAN 201.

SPAN 204 Spanish Vocabulary (3) – Builds students' receptive and productive vocabulary to prepare them for intensive work in upper level Spanish courses. Prerequisite: SPAN 201 or equivalent.

SPAN 301 Advanced Spanish Grammar and Writing (3) – Detailed examination of contemporary Spanish grammar. Appropriate grammatical usage is reinforced by exercises and writing assignments. Both advanced learners and native speakers will benefit through intensive work on a wide range of grammatical phenomena. P. Prerequisite: SPAN 202.

SPAN 302 Spanish Conversation Through Cinema (3) – Enhances students' conversational skills through activities centred on Spanish language films. A selection of films from different parts of the Hispanic world will expose students not only to dialectal and register differences, but also to cultural practices in a variety of settings. Prerequisite: SPAN 202 or equivalent.

SPAN 303 Spanish Composition, Translation and Conversation (3) – First half of third year Spanish. Conversation and composition with emphasis on correct spelling, sentence and paragraph structure. Prerequisite: SPAN 202 or equivalent.

SPAN 304 Advanced Spanish Composition, Translation and Conversation (3) – Second half of third year Spanish. Continues the work of SPAN 303 with emphasis on style. Reading and analysis of selected texts will serve as the basis for further practice in oral and written expression. Prerequisite: SPAN 303 or equivalent.

SPAN 306 Spanish-English Translation (3) – Introduction to the theory and practice of translation. Literary and academic translations. Analysis of different translating strategies. Cultural and political issues in translation. Prerequisite: SPAN 202 or equivalent.

Courses in Other Languages

ARAB 100 Introductory Arabic I (3) – This course includes the study of Arabic language, its grammar, vocabulary, and history. It will provide students with basic written skills in Classical Arabic. Note that this course is an introductory Arabic language; students with a competence in the language beyond the level of this course will be required to withdraw. Students with credit for LANG 134 may not repeat this course for further credit.

ARAB 101 STT-Introduction to Arabic II (3) – ARAB 148 is the continuation of ARAB 134. Students will continue to develop basic oral and written skills. They will also learn to converse at an elementary level and begin to express themselves using Arabic vocabulary and verbs mostly related to everyday life. Prerequisite: ARAB 134.

PERS 118 Introduction to Persian I (3) – An introduction to the Persian alphabet, phonology, morphology, and basic syntax, in relation to reading, writing and translating basic sentences. Students with any prior knowledge or experience in Persian beyond the level of this course may not register in this course. Students who have taken LANG 118-3 with this topic may not take this course for further credit. Equivalent Courses: LANG118.

PERS 168 Introduction to Persian II (3) – Study of the vocabulary and syntax of standard Persian in preparation for reading, writing, and conversation. Students with any prior knowledge or experience in Persian beyond the level of this course may not enrol in this course. Prerequisite: Prerequisite: PERS 118, or permission from the instructor. All students must attend a placement meeting and receive permission of the department. Students who have taken LANG 168-3 with this topic may not take this course for further credit.

PERS 190 STT-Persian I for Heritage Speakers (3) – This is an introductory course for heritage Persian/Farsi or Dari language speakers who have oral skills (speaking and comprehension), but lack writing and reading skills. This course is designed for heritage speakers who have had no formal training in Persian/Farsi or Dari and have had no training in grammar and syntax.

PUNJ 100 Introduction to Punjabi I (3) – Punjabi is an introductory level course intended for students who have little or no previous knowledge of the Punjabi (Gurmukhi) script. Students will learn to read, write and converse at a basic level. Students with credit for LANG 148 Special Topic – Intro to Punjabi I may not take this course for further credit.

PUNJ 101 Introduction to Punjabi II (3) – Students who have a basic knowledge of Punjabi (Gurmukhi) script will learn to further develop their ability to speak, comprehend, read and write Punjabi while exploring the Punjabi culture. Prerequisite: PUNJ 100 or equivalent. Students with credit for LANG 148 Special Topics – Intro to Punjabi II may not take this course for further credit.

LANG 148 Special Topics (3) – The acquisition of introductory language skills in a world language not separately designated in the Calendar. The specific course number and units assigned will vary with the language studied as well as the focus and method of instruction. Variable units: 1, 2, 3, 4, 5.

Appendix C:

Credentials and Courses

Appendix C – Enrollments

	Calendar Year						
	2012	2013	2014	2015	2016	2017	2018
Arabic	0	19	32	69	11	36	46
Chinese	576	403	304	312	347	353	406
German	343	320	211	233	242	253	216
Japanese	688	630	382	591	659	402	678
Persian	59	58	30	27	31	26	39
Punjabi	0	29	17	0	5	27	24
Spanish	598	550	458	309	290	100	205
Subtotal	2264	2009	1434	1541	1585	1197	1614
World Lit	493	545	553	592	513	470	451
Total	2757	2554	1987	2133	2098	1667	2065

Comments regarding variations in LTI enrollment:

Chinese – substantial drop in 2014/2015 due to Fei parental and study leave. Also affected by Ng’s directorship (half time teaching load) and subsequent admin and study leave. As a result, 2018 numbers have only just returned to the 2013 level.

German – substantial drop in 2014 due to Hein study leave. Two LING faculty were teaching some sections, but the last term this happened was Fall 2015. Enrollment numbers in 2016 & 2017 do not appear to have been affected by the loss of LING faculty. There is a slight drop in 2018 but that might be natural variation.

Japanese – substantial drop in 2014 due to Takei study leave, and in 2017 due to Omae study leave.

Spanish – severe decline due to the loss of two faculty (Zuccolo and Escudero) and a language instructor (Tejeda). In 2016/17, teaching resources were allocated to low enrollment sections to allow students to complete the now-suspended Certificate in Spanish Language. In 2018, enrollments have begun to stabilize with the allocation of 1.0 FTE faculty instruction.

Other languages – enrollment is highly dependent on the number of sections offered. Sporadic offerings vary but on average seem to enroll about 15 per section, as a rough guess.

It is worth noting that Chinese and Arabic have enrolled graduate audit students. CHIN 111/112 was created in 2018 for the Global Communications degree. ARAB 134 has this fall enrolled a History student studying Arabic culture, and a REM student whose project may take her to Jordan.

Appendix D:

Constitution

Appendix D
SIMON FRASER UNIVERSITY
DEPARTMENT OF WORLD LANGUAGES AND LITERATURES
CONSTITUTION

December 21, 2018

1 GENERAL PREAMBLE

This document is the governing document for the Department of World Languages and Literatures (hereinafter “the Department”) at Simon Fraser University. The Constitution shall comply with Simon Fraser University Policies and Procedures, the Simon Fraser University/Simon Fraser University Faculty Association Collective Agreement, and the Simon Fraser University/Teaching Support Staff Union Collective Agreement (collectively hereinafter referred to as “SFU Policy”), as applicable.

2 DEPARTMENT STRUCTURE

2.1 Members

The Department is composed of Regular Faculty, Term Faculty, Other Faculty, Teaching Support Staff and Office Staff.

2.1.1 Regular Faculty include all continuing Research and Teaching Faculty as defined by the SFUFA Collective Agreement who are administratively housed in the Department or who are jointly appointed with another academic unit at SFU.

2.1.2 Term Faculty may be either Research or Teaching Faculty as defined by the SFUFA Collective Agreement who are administratively housed in the Department or who are jointly appointed with another academic unit at SFU.

2.1.3 Other Faculty

2.1.3.1 *Professors Emeriti are those so designated by SFUFA CA Articles 49.30-49.36*

2.1.3.2 *Visiting Faculty are those so designated by SFU Policy A12.04.*

2.1.3.3 *Associate Members are those so designated by SFU Policy A12.07.*

- 2.1.3.4 *Adjunct Professors are those so designated by SFU Policy A12.08*
- 2.1.4 Teaching Support Staff are those so designated by the TSSU Collective Agreement
- 2.1.5 Office Staff
 - 2.1.5.1 *Office Staff include persons in non-academic positions who provide administrative and clerical support for teaching, research, and general departmental operations in the Department.*
 - 2.1.5.2 *The Department's office staff perform the administrative duties and functions described in their job descriptions.*
 - 2.1.5.3 *Office staff are managed by and accountable to the Department Manager.*

3 GOVERNANCE

3.1 Terms of Reference

- 3.1.1 The Department is administered by an Executive Committee consisting of the Chair, the Undergraduate Curriculum Chair, and the Manager.
- 3.1.2 Department policy is formulated by the Executive Committee, the Department's Standing Committees, and Special (ad hoc) Committees, as appropriate to the function of these committees.
- 3.1.3 Committees represent the Department as a whole. Committees are expected to consult widely in the Department and to make recommendations that have broad support in the Department. Committees should strive to make decisions and recommendations that are based on consensus, both within the committee and in the Department.

3.2 Guiding Principles

- 3.2.1 The governance of the Department is based upon the principles of consensus, openness, and respect for all views.
- 3.2.2 The mission of the Department is to offer an integrated approach to the study of world languages and literatures. Through teaching and research, the Department promotes cross-cultural language and literary study that reflects and supports a diverse society.

- 3.2.3 All members of the Department strive to ensure mutually respectful decision-making and governance. They will encourage debate about research, pedagogy and governance, wherein all members of the Department are encouraged to express their opinions in a collegial atmosphere. All members of the Department will respect the rights of others to hold different opinions; accept governance decisions supported by a majority of faculty where consensus has not been achieved; contribute to the Department's efforts to achieve excellence in research, creative production, teaching, and engagement; and participate regularly in the governance of the Department.
- 3.2.4 When there is a conflict between this document and SFU Policy, the latter shall prevail.

4 EXECUTIVE COMMITTEE

4.1 Terms of Reference

The Executive Committee is responsible for the administration of the Department. In addition, this committee serves as an advisory committee for the Chair of the Department.

4.2 Membership

The Executive Committee comprises the Executive Officers and is chaired by the Chair of the Department. All members of the Committee are voting members.

4.3 Executive Officers

4.3.1 Chair

- 4.3.1.1 *The Chair is the senior administrator of the Department appointed under the terms and conditions described in SFU Policy.*
- 4.3.1.2 *Appointment process for the Chair will follow the procedures in SFUFA CA Article 51.*
- 4.3.1.3 *The Chair's principle responsibilities are as described in the SFUFA CA Article 51 and elsewhere.*
- 4.3.1.4 *The Chair is responsible for ensuring that the Department is aware of the opportunities and challenges that face it and for leading democratic decision-making processes to address these concerns.*

- 4.3.1.5 *The Chair represents the Department in all matters except those specifically delegated to another member of the Department. The Chair may delegate the responsibility to represent the Department in some matter to any regular faculty or office staff member of the Department.*
 - 4.3.1.6 *The Chair is responsible for the overall management of the Department's resources and their effective deployment to meet the teaching, research, and administrative needs of the Department.*
 - 4.3.1.7 *The Department Chair, with the Manager's assistance, shall present a financial report of the previous year's operating expenses at the Department meeting following the close of the fiscal year.*
 - 4.3.1.8 *The Chair is responsible for the 5-year and other plans of the Department and for overall coordination of planning activities with respect to major teaching, research, and faculty initiatives.*
 - 4.3.1.9 *The Chair is responsible for coordinating priorities for faculty renewal and ongoing program development.*
 - 4.3.1.10 *The Chair is responsible for coordinating the ongoing update of policies and procedures within the Department.*
 - 4.3.1.11 *During a short period of absence of the Chair, the Undergraduate Curriculum Chair is to be appointed Acting Chair under the terms of SFU Policy, unless the Chair specifically delegates some or all responsibilities to another regular faculty member. For a longer period of absence, appointment of an Acting Chair will follow SFUFA CA Article 51 procedures.*
 - 4.3.1.12 *The Chair has discretionary power to make major policy and other major decisions without recourse to committees or to the regular faculty membership when time is of the essence. However, all such actions should be reported immediately to Department members and should be reviewed and ratified by a meeting of regular faculty within one month.*
 - 4.3.1.13 *If the Chair refuses to implement a decision reached in a Department meeting, regular faculty members may, by resolution, call upon the Dean of Arts and Social Sciences to assume the Chair's responsibility with respect to the decision, or delegate that responsibility to an Associate Dean or to another regular faculty member of the Department.*
 - 4.3.1.14 *Although the Chair has ultimate responsibility for administering the Department, other faculty may participate in administration. Thus the Chair may delegate administrative, operational, or service duties to the Undergraduate Chair or other regular members of the Department.*
- 4.3.2 Undergraduate Curriculum Chair

- 4.3.2.1 *The Undergraduate Curriculum Chair (hereinafter, "Undergraduate Chair") is appointed or renewed annually by nomination of the Chair of the Department, followed by ratification by ballot amongst regular and term faculty members. Ratification requires approval by more than 50 percent of those casting votes.*
- 4.3.2.2 *The Undergraduate Chair oversees the running of the undergraduate programs within the Department and chairs the Department's Undergraduate Programs Committee.*
- 4.3.2.3 *The Undergraduate Chair is responsible for standards of admission and appeals concerning admission to undergraduate programs and courses.*
- 4.3.2.4 *The Undergraduate Chair is responsible for grade approvals, transfer credits, and grade appeals. The Undergraduate Chair also deals with cases of academic dishonesty, and complaints and appeals involving undergraduate students.*
- 4.3.2.5 *The Undergraduate Chair is responsible for coordinating undergraduate course offerings including new course proposals, calendar entries, and online and distance education courses. Part of this task is investigating potential course overlaps with other departments. The Undergraduate Chair is also responsible for coordinating undergraduate programs such as honours programs and joint programs.*
- 4.3.2.6 *The Undergraduate Chair is responsible for ranking and recommending undergraduate students for scholarships, fellowships, and awards. The Undergraduate Chair may strike a committee to assist in this purpose.*
- 4.3.2.7 *The Undergraduate Chair, or a regular faculty member designated by the Undergraduate Chair, represents the Department at meetings of the Faculty of Arts and Social Sciences Curriculum Committee; other University committees; and relevant off-campus events, as required.*
- 4.3.2.8 *The Undergraduate Chair, or a regular faculty member designated by the Undergraduate Chair, is the Department liaison with high schools and colleges and is responsible for exchange programs.*
- 4.3.2.9 *The Undergraduate Chair, or a faculty member designated by the Undergraduate Chair, organizes and hosts honours thesis presentations, and is responsible for coordinating with faculty advisors for this purpose and to ensure that completed theses are submitted to the University Library.*
- 4.3.2.10 *The Undergraduate Chair liaises with the Student Affairs Unit to ensure advisors have current information.*

4.3.3 Department Manager

- 4.3.3.1 *The Department Manager is the office manager for the Department and provides managerial and administrative support in accordance with his or her job description.*
- 4.3.3.2 *The Department Manager's responsibilities include supervising the day-to-day running of the administrative office and the Department's programs; administering the Department's administrative and temporary instruction budgets; and coordinating and advising on course scheduling, teaching schedules and the selection of sessional instructors, teaching assistants and tutor markers.*

5 Department Meetings

5.1 Terms of Reference

- 5.1.1 The Department meeting is the primary forum for discussing issues affecting the Department.
- 5.1.2 All members of the Department may attend Department meetings unless otherwise indicated in this document or, in exceptional cases, by the Chair.
- 5.1.3 The following decisions must be ratified by a majority of the Department members eligible to vote at department meetings.
 - 5.1.3.1 *The nomination of the Chair and Undergraduate Chair.*
 - 5.1.3.2 *The preliminary wording of recruitment advertisements.*
 - 5.1.3.3 *Recommendations of the Appointments Committee with respect to recruitment.*
 - 5.1.3.4 *Such other decisions as, from time to time, may be brought to the Department meeting by the Chair or the Executive Committee.*
- 5.1.4 The short-list of applicants for a faculty appointment, including a term appointment.
- 5.1.5 All members of the Department who may vote in Department meetings are entitled to receive notices of meetings and motions, and to attend Department meetings, unless otherwise indicated by the Chair. All voting members in attendance at a meeting may participate fully in discussion and debate.

5.2 Voting Rights

5.2.1 Department members' eligibility to vote in meetings or ballots arising from department meetings will be as specified in this document, unless otherwise prescribed in SFU Policy.

5.2.2 The following may attend Department meetings but may not vote or make motions:

5.2.2.1 *The Manager representing the office staff.*

5.2.2.2 *One representative of the undergraduate students in the Department selected by the undergraduate students.*

5.2.2.3 *Professors Emeriti, Associate Members, adjunct professors, visiting faculty, and TSSU employees.*

5.2.2.4 *Any other person with the permission, or at the invitation, of the Chair.*

5.3 Preparation for Meetings

5.3.1 Regular department meetings are called by the Chair normally with at least two weeks' notice.

5.3.2 Any voting member may give notice of motion.

5.3.3 Any motion concerning policy, budget, or curriculum can only be placed on the agenda of a meeting by giving at least one week's notice of motion, including the exact wording of the proposed motion.

5.3.4 The Chair of a meeting shall establish an agenda for the meeting, including any notices of motion.

5.3.5 The Chair of a meeting shall ensure that the minutes of previous meetings are available a reasonable time before the meeting.

5.3.6 Notices of meetings and motions, and distribution of minutes of previous meetings, must be in a written form such as e-mail.

5.3.7 An exceptional department meeting can be called by the Chair or by at least 50 percent of regular faculty to consider an urgent item of business. The rules for exceptional meetings are the same as for regular department meetings except that only 72 hours' notice is required, and the agenda is restricted to the item of business for which the meeting was called.

5.3.8 The Chair may have occasion to call for closed sessions during meetings when dealing with confidential or sensitive matters.

5.4 Conduct of Meetings

- 5.4.1 The quorum for Department meetings is 50 percent of regular faculty members.
- 5.4.2 Department meetings are normally chaired by the Chair, or by a person designated by the Chair. The chair for an exceptional meeting of faculty that is not called by the Chair is chosen from among the regular faculty present at the meeting.
- 5.4.3 Voting members in attendance at a meeting may propose amendments of the agenda.
- 5.4.4 The chair of a meeting shall set a nominal time for adjournment.
- 5.4.5 Upon reaching the nominal time of adjournment, the Chair shall declare the meeting adjourned at the request of any voting member present.
- 5.4.6 The chair may declare a meeting adjourned when the end of the written agenda has been reached.
- 5.4.7 A motion to adjourn from the floor is only in order if no other motion is pending.
- 5.4.8 Any voting member in attendance at a meeting may move a motion.
- 5.4.9 Motions that do not appear on the agenda with proper notice, and which do not concern policy, budget, or curriculum issues, may be accepted at the discretion of the chair of the meeting.
- 5.4.10 Motions must be seconded upon announcement of the motion. If a call for a seconder is made and no seconder is forthcoming, the chair shall declare the motion withdrawn.
- 5.4.11 A motion may be withdrawn by the mover of the motion. A withdrawn motion may be reintroduced by any voting member in attendance at the meeting.
- 5.4.12 A motion to amend the main motion may be made and debated.
- 5.4.13 An amendment must be substantially in the same spirit as the original motion.
- 5.4.14 A proposed amendment may be accepted by the original mover of the motion (friendly amendment).
- 5.4.15 During debate on an amendment, an amendment to the amendment may only be made with concurrence of the original amender and cannot be debated.
- 5.4.16 Once an amendment has been accepted, passed, or defeated, the main motion is open to further amendment.

- 5.4.17 During debate on a motion or its amendment, a member may make a motion to defer consideration of the main motion with instructions for its further consideration.
- 5.4.18 Instructions for deferral may include referral to a committee or subcommittee, postponement of consideration to a future date, or other similar actions.
- 5.4.19 Amendment of the instructions for deferral may be proposed and debated under the rules for amendments above.
- 5.4.20 If a motion of deferral has been debated and fails, further motions of deferral for the main motion may only be considered at the discretion of the chair of the meeting.
- 5.4.21 The chair may set a time limit for debate on a motion.
- 5.4.22 Upon recognition of the chair, a voting member may "call the question," that is, to move that debate on the current motion be closed and a vote called thereon.
- 5.4.23 The motion to close the debate shall be put to an immediate vote without debate.
- 5.4.24 At any point, a voting member may raise a question of privilege or order.
- 5.4.25 The chair shall make a determination on the point of privilege or order, possibly after asking for advice from the meeting.
- 5.4.26 A voting member may appeal the decision of the chair, in which case the appeal shall be put to a vote without debate.
- 5.4.27 Voting during meetings shall normally be conducted by a show of hands.
- 5.4.28 Unless stated otherwise, a motion shall pass whenever the votes in favour exceed the votes opposed.
- 5.4.29 The chair of a meeting shall not normally vote unless the chair's vote will break a tie.
- 5.4.30 Proxy votes are not permitted.
- 5.4.31 Roberts Rules of Order apply to procedures not identified above.

5.5 Electronic Ballots

- 5.5.1 An electronic ballot is required for the nomination or ratification of candidates for the positions of Chair, Undergraduate Chair, and for recommendations of a Search Committee when struck, or otherwise as determined by the SFUFA CA.
- 5.5.2 Votes by ballot on other matters can be called by the Chair or by resolution or agreement among regular members of the faculty.
- 5.5.3 The deadline for receipt of ballots is set by the Chair and must not be more than one month from the date that the ballots are distributed.
- 5.5.4 Members of the Department who are entitled to vote as determined by SFU Policy or this document will normally do so by electronic ballot.
- 5.5.5 The ballot results will be analyzed by a non-voting Office Staff member as soon after the deadline as possible. Ballot results may not be tracked prior to the closure of the voting period.
- 5.5.6 The result of a ballot is announced within one week of the deadline for receipt of ballots.
- 5.5.7 An announcement of the results of any vote and any subsequent re-analysis of the vote outcome will be sent to all voting members as soon as possible. The announcement of the results will consist only of a statement of the final outcome (e.g., "the recommendation of the Committee has been ratified") and will not include information about the number of votes cast, how many were in favour or opposed, or other information.
- 5.5.8 If a voting member of the Department wishes to dispute the results of a ballot, a second analysis of the results takes place. If a second analysis of the results occurs, the results are normally reviewed by the Chair, the Manager, and the Undergraduate Chair. In case of a conflict of interest, the matter is referred to the Dean of Arts and Social Sciences.
- 5.5.9 If a voting member of the Department is not satisfied with the recount, the ballots are counted by the Dean of Arts and Social Sciences or designate, and one other person chosen by the Dean of Arts and Social Sciences.

6 STANDING COMMITTEES

6.1 General Principles

- 6.1.1 All members of the Department who may vote in Department meetings are entitled to attend meetings of all standing committees except the Tenure and Promotion Committee (hereinafter "TPC") and the Appointments Committee, which are restricted to members of those committees. All members in attendance at a meeting may participate fully in discussion and debate. Voting is restricted to committee members.
- 6.1.2 The chair of a standing committee may restrict attendance at a meeting or during part of a meeting when sensitive material or matters of personal privacy are involved or when, in the chair's view, a person or persons should not be present because of a conflict of interest.
- 6.1.3 The quorum for standing committee meetings is at least 50 percent of the voting members of the committee.
- 6.1.4 All standing committees shall keep minutes. The minutes of meetings of the Department TPC and the Appointments Committee are not made public. The chairs of all other standing committees shall ensure that the minutes of meetings are available to other regular faculty members, unless they contain sensitive or confidential information.
- 6.1.5 All other rules in the sections for Department meetings entitled Preparation for Meetings and Conduct of Meetings apply to standing committee meetings except when explicitly stated otherwise in this document or in the University Policy and Procedure Manual. A standing committee can adopt informal rules and procedures for its meetings at the discretion of the chair of the committee as long as these rules and procedures agree in spirit with the rules and procedures for Department meetings.
- 6.1.6 The memberships of standing committees are normally decided annually by the Chair in consultation with the Undergraduate Chair.

6.2 Department TPC

- 6.2.1 The TPC responsibilities will be as per SFU Policy, including assessing Tenure and Promotion cases, and advising the Chair on biennial salary reviews and, as determined by SFU Policy, continuing faculty appointments. In exceptional circumstances, the Chair may refer other matters concerning instructional personnel to this Committee.
- 6.2.2 The rules governing composition and procedure for the TPC will be as per SFU Policy
- 6.2.3 The TPC will use the SFUFA CA and Department's Tenure and Promotion Criteria when assessing renewal, tenure, and promotion cases.

6.2.4 Minutes

6.2.4.1 *A secretary will be elected by, and from within, the membership of the Committee. The secretary records the minutes of the meetings of the Committee. The minutes record the date of the meetings, the attendance, the actions of the Committee, and related matters.*

6.2.5 Conflicts of Interest

6.2.5.1 *A regular faculty member must not be a member of the Committee if he or she is being reviewed for renewal, tenure, or promotion purposes.*

6.2.5.2 *A faculty member must not be a member of the Committee if his or her spouse or partner is being reviewed for renewal, tenure, promotion, or biennial review purposes*

6.2.5.3 *A member of the Committee who is being reviewed for biennial review purposes will recuse him or herself while his or her case is being discussed by the Committee.*

6.2.5.4 *The composition of the committee must consider the area of disciplinary expertise of the person being reviewed.*

6.3 Appointments Committee

6.3.1 The Appointments Committee is responsible for recruiting and hiring Term Faculty and Teaching Staff, and for recommending the appointment and reappointment of Adjunct Professors and Associate Members of the Department. The hiring of Regular Faculty requires the Dean's approval of an ad hoc Search Committee that conforms to the rules and procedures outlined in SFU Policy.

6.3.2 The Appointments Committee, formed annually, is chaired by the Chair of the Department and includes at least three members of the regular faculty chosen by the Chair. The composition of the committee must reflect gender diversity and the area of expertise being sought with respect to the person to be appointed. All members of the committee are voting members

6.3.3 The Appointments Committee procedures will be as set out in SFU Policy.

6.3.4 The Appointments Committee is responsible for determining position qualifications.

6.3.5 In the case of Teaching Staff, positions are posted and selection is made in accordance with the SFU/TSSU Collective Agreement.

- 6.3.6 The Chair refers the Committee's recommendation to the members of the Department meeting for ratification, except in the case of Term Faculty appointments of one year or less or Teaching Staff appointments.
- 6.3.7 If a recommendation from the Appointments Committee is ratified, the Chair forwards that recommendation to the Dean of Arts and Social Sciences in accordance with SFU Policy.

6.4 Undergraduate Programs Committee

- 6.4.1 The Undergraduate Programs Committee formulates policies for the undergraduate programs in the Department, develops new programs, and is responsible for the undergraduate curriculum including joint programs, specialist programs, and exchange programs. The committee advises the Undergraduate Chair on the awarding of scholarships, fellowships, and awards.
- 6.4.2 The Undergraduate Programs Committee includes the Undergraduate Chair, who is chair of the Committee, at least three additional regular or term faculty members, and the Undergraduate Advisor who is a non-voting member of the Committee. Undergraduate students in the Department may also nominate one undergraduate student to be a non-voting member of this committee.

7 OTHER COMMITTEES AND LIAISONS

7.1 Special Committees

- 7.1.1 Special (ad hoc) committees can be formed by the Chair, who specifies the terms of reference, membership, and a time period for the committee to complete its work. Additional rules governing the committee may also be specified. At the end of the specified time period, the committee is automatically dissolved unless its mandate is renewed by the Chair.
- 7.1.2 If a special committee is formed without specifying a chair, then the first order of business of the committee is to elect a chair.
- 7.1.3 All other rules governing standing committees also apply to special committees unless otherwise explicitly stated when the committee is formed.

7.2 Department Representatives and Liaisons

- 7.2.1 The Department may have a Library Representative who represents the Department on all matters related to the University Library.
- 7.2.2 The Undergraduate Chair, or a regular faculty member designated by the Undergraduate Chair, represents the Department on the Faculty of Arts and Social Sciences Undergraduate Curriculum Committee and on BC Articulation Committees.

7.3 Adjunct Professors and Associate Members

- 7.3.1 The guidelines and procedures for appointing Adjunct Professors and Associate Members will be as specified in SFU Policy.
- 7.3.2 A faculty member who wishes to nominate a person as an Adjunct Professor in, or Associate Member of, the Department will provide the Chair of the Department with a copy of the nominee's curriculum vitae and will act as the nominee's sponsor.
- 7.3.3 The Chair may confer with the nominee to ensure they are willing and able to be appointed, and are qualified to be appointed.
- 7.3.4 The Chair will bring the nomination to the Appointments Committee, which will vote to recommend that a person be appointed as an Adjunct Professor or Associate Member.
- 7.3.5 If the Appointments Committee approves the nomination, the Chair forwards the recommendation to the Dean of Arts and Social Sciences in accordance with SFU Policy.
- 7.3.6 The procedure set out above applies to the re-appointment of Adjunct Professors and Associate Members.

8 AMENDMENTS TO THIS DOCUMENT

- 8.1 Where the provisions of this document conflict with SFU Policy, the latter shall prevail.
- 8.2 Any provision of this document may be amended through electronic ballot after discussion at a Department meeting at which at least 50 percent of regular faculty are present. The decision will be ratified if 60 percent of regular faculty approve it.

Appendix E:

Faculty Profiles

Appendix E – Faculty Profiles

World Literature

Continuing Faculty

Dr. Melek Ortabasi (Associate Professor, Director of the World Literature Program) – Dr. Ortabasi's teaching and research interests include translation practice and theory, popular culture and transnationalism, and internationalism in children's literature. Her latest book, *The Undiscovered Country: Text, Translation and Modernity in the Work of Yanagita Kunio*, was published in 2014 by Harvard University Asia Center. She is currently working on a comparative historiography of how children's literature has traveled in translation. Incorporating materials primarily in Japanese, German, and English, the book is tentatively entitled "The World Republic of Childhood: Children's Literature and Translation, 1870-1930."

Dr. Ken Seigneurie (Professor) – Dr. Seigneurie researches modern Arabic, French and British fiction, literary theory and the history of humanist thought. His most recent book is *Standing by the Ruins: Elegiac Humanism in Wartime and Postwar Lebanon*. He is currently working on a book dealing with Arabic literature in a world literature paradigm and is also serving as General Editor of the five-volume *Wiley-Blackwell Companion to World Literature*. His teaching aims at showing how literary texts are responses written at particular times and places to problems we face as human beings. Along the way, he seeks to kindle awareness of contexts and enthusiasm for "close reading," which he defines as teasing out meanings from texts according to logics of association. His pedagogical objective is to see students master the take-away skills of critical reading, cogent writing, and a keener appreciation for human values.

Dr. Azadeh Yamini-Hamedani (Associate Professor) – Dr. Yamini-Hamedani's teaching interests involve interconnections of literature and philosophy, with particular emphasis on the semiotics of translation. Her current research includes Goethe's conception of World Literature in light of his reading of Hafez. She also explores Nietzsche's understanding of Zoroastrianism as it appears in his notations and in *Thus Spoke Zarathustra*.

Term Faculty

Dr. Mark Deggan (Lecturer) – Dr. Deggan holds a PhD from The University of British Columbia, where his dissertation explored the moral fallouts of modernism's colonial landscapes. His most recent essays are "'Not such an empty space': Cinematic Ecocriticism and the Performative Landscape in Damon Galgut's Fiction" (*Revue Trans*- N° 16. Paris), and "That Unremarkable Axis – Everyday Space and the Discourse of Verticality: Liu Yichang & the City" (*Interférences littéraires* N° 13. Leuven, Belgium). Mark's critical work and teaching is strongly inflected by earlier careers in the visual arts and theatrical design and scenography. His current project sets out a performative ecology of cosmopolitan space in 20th Century world fiction, and explores French, Dutch, and English language writers including Joseph Conrad, Beb Vuyk, Ahmadou Kourouma, and Damon Galgut.

Language Training Institute

Continuing Faculty

Dr. Jia Fei (Senior Lecturer, Mandarin Chinese) – Dr. Fei has a PhD in Languages, Cultures and Literacies from SFU, an MEd in Second Language Education from the University of Toronto, and a BA in Teaching Chinese as a Foreign Language from East China Normal University. Dr. Fei's research interests include language and identity, sociocultural theory, multiliteracies, group dynamics, and assessment.

Ms Claudia Hein (Senior Lecturer, German) – Ms Hein has an MA in Foreign Languages from West Virginia University (WVU) and the I. Staatsexamen from the Teacher's College in Kiel, Germany. She coordinated the German program at WVU and was Lecturer in German at the Università degli Studi G. d'Annunzio in Italy for six years. Ms Hein is a certified Goethe-Institut examiner.

Ms Billie Ng (University Lecturer, Mandarin Chinese) – Ms Ng has an MA in Comparative Education from the University of London, England, and a BA in Education from the International Christian University in Japan. Her work has included curriculum development, challenge exams, and consulting projects with government and business. She is the President of the Canadian TCSL Association, a national organization of Canadian faculty in Teaching Chinese as a Second Language. Her publications include four textbooks, with workbooks and online resources and (as co-author) the Provincial Mandarin Integrated Resource Package. Ms Ng is now working on blending traditional classroom strategies with resources, tools and opportunities available to learners in an increasingly efficient technological environment.

Dr. Naoko Takei (Senior Lecturer, Japanese) – Dr. Takei has a PhD in Education from SFU specializing in Languages, Cultures and Literacies, and an MA in Curriculum Studies from the University of British Columbia. Her main research interest is pedagogical methods that combine the teaching of language and culture. She is also interested in computer assisted language learning, and has created two beginner's online Japanese courses. In addition to English and Japanese, she can speak Chinese and some Italian.

Associate Member

Ms Cynthia Xie (Senior Lecturer, Mandarin Chinese, affiliate from Faculty of Applied Sciences) – Ms Xie has an MA degree in Applied Linguistics and a BA degree in Teaching Chinese as a Foreign Language. She is responsible for the Chinese language education for the SFU-ZJU Dual Degree Program in Computing Science. Her research interests include Chinese linguistics and Chinese language pedagogy. Besides language teaching, she is also working on the curricula design, course development, assessment, and coordination with faculty from SFU and the Chinese university.

Term Faculty

Dr. Chie Furukawa (Lecturer, Japanese) – Dr. Furukawa has a PhD in Education from the University of Illinois at Urbana-Champaign, and an MA in Education from the University of Tokyo. Dr. Furukawa's research interests include identities, cultures, and languages in transnational spaces. Before coming to

Canada, she taught Japanese language and cultures in various institutions in the USA while conducting research on students in language schools.

Dr. Isabel Mayo-Harp (Lecturer, Spanish) – Dr. Mayo-Harp has a PhD in Educational Technology and Learning Design at SFU. She has an MA in Teaching Spanish as a Foreign Language from the Universidad Antonio de Nebrija (Madrid, Spain), an MA in Political Science from SFU with focus on discourse analysis and national identities, and a BA from the ITAM (Mexico). Her research interest involved Computer-Assisted Language Learning and the use of Learning Management Systems for language teaching. Ms Mayo-Harp has more than 17 years of classroom experience teaching all levels of Spanish courses at SFU and other Universities in BC and the US. She has developed online courses and learning content materials for credit-based courses and adult education.

Dr. Rastin Mehri (Lecturer, Arabic and Persian) – Dr. Mehri obtained his PhD from the School of Oriental and African Studies, in the University of London, U.K., and obtained his BFA, BA and an MA from the University of British Columbia in Vancouver, Canada. He has taught courses at SFU since 2005 whilst a graduate student. His research interests include the history, literature and social situation of the Middle Eastern and South Asian Diaspora in British Columbia, Canada.