

Department Faculty Meeting  
Friday, November 12, 2021, 3:30-5:00pm  
Location: Zoom, <https://washington.zoom.us/j/95752507859>

*Minutes (draft 2021.12.07)*

I. **Call to Order**

II. **Vote:** Approval of Minutes (October) (*standing item*; Jesty) 3:30-3:35  
Chair: Objections? No objections. Approved.

III. **Update:** Brief Announcements (*standing item*; Handel) 3:35-3:45

1. Office staffing and hours

Kirk will move from hourly temporary to full-time permanent on December 16.

2. Faculty awards

Paul Atkins has been awarded the 2021 Selden Memorial Translation Prize for Excerpts from Shōkenkō 蕉堅稿: The Selected Poems of Zekkai Chūshin 絶海中津 (1336-1405).

Izumi Matsuda-Kiami has been awarded the 2021 Inspirational Leadership Award from the Washington Association For Language Teaching.

3. Nazry Bahrawi's arrival

Still does not have visa, but very close. Hopefully will arrive for teaching in January.

4. Telugu Lecturer for Winter and Spring (Uma Attota)

The South Asia Center is funding a temporary Telugu lecturer. Jameel headed a three-person search committee and we have now hired the committee's top choice. She has experience teaching Telegu and also teaches dance. The course has gone live on the time schedule for winter quarter under ASIAN 498F.

5. Teaching Professor reappointment periods in the College of Arts & Sciences:

<https://admin.artsci.washington.edu/personnel/reappointments-summary-table#teaching>

Chair: In the faculty code the maximum contract term is 10, 7, 5. The College of Arts and Sciences has stuck to a maximum of 7, 5, 3 across the board because they are unable to project budgets out far enough.

Faculty member: How can CAS ignore faculty code and insert their own maximums? The process of changing the faculty code took many years, was voted on by the Senate, approved by the President and became part of the law of our institution. The maximums may be optional, and not applicable in individual cases. But by forcing the shorter contract lengths across the board, CAS appears to be flouting the will of the faculty and the rules governing the university. At the very least, the College Council needs to have explicitly signed off on this policy, since the College Council is the site of CAS shared governance.

Faculty member: Points out that they may be playing with words because the CAS website lists the 7, 5, 3 numbers as "standard" on the website instead of "maximum."

Chair: Will follow up on this question with CAS.

**IV. Update:** COVID situation and next quarter (Handel; Zoom poll on in-person teaching) *3:45-3:50*

Chair: Have not heard any additional information from upper levels of administration. Hasn't been any indication that anyone in the administration are unsatisfied with the current flexibility. We should be able to continue with the mostly in-person, but with flexibility for people who need it. The campus data suggest that Covid cases are occurring (about 50 a week) but that it doesn't seem to be spreading on campus. Hard to know what the direction might be for winter quarter. Urges everyone to teach as much as possible in person, but will be flexible with hybrid teaching if some instructors need it.

Chair takes zoom poll for informational purposes, to see who feels comfortable teaching in person. Results indicate about half-and-half split between faculty who feel comfortable and faculty who have some concern about in-person teaching. Chair suggests having a meeting in December to follow up on this issue and share experiences. Will reach out soon to gauge interest. It will be an optional meeting, not mandatory.

**V. Update:** Korean search (Cho) *3:50-4:00*

Received 78 applications. Committee has reviewed them. Met about 10 days ago to create a "long list" of 7 candidates. Chair approved, Dean approved. Have scheduled zoom meetings with all candidates on the long list. Diverse group of candidates in terms of areas of expertise. Most got their PhD recently. Should be able to provide short list update at next faculty meeting.

Chair: Currently planning that visits in winter will be remote.

**VI. Discussion:** South Asia Major, proposed revision (Dubrow; Appendix 3) *4:00-4:20*

Powerpoint presentation: "Revising the South Asia Major." Major hasn't been revised for 10+ years. Current major is large (75 credits) and requires courses they struggle to offer regularly. Faculty profile has changed too, and students. The redesign aims for flexibility and feasibility: minimize roadblocks and accommodate diverse students. There are a variety of tracks: can take one or two languages. 2 years + two quarters. Can mix and match languages. Brings the major more in line with other program majors. There is a new prefix for content courses: S ASIA. [See attached document for details.]

Faculty member: Likes proposal. One suggestion: rather than "broad" vs "focused," use a different name.

Response: Those are the unofficial names but will take it into consideration when preparing for public release.

Faculty member: Great proposal, flexible and elegant. For the 3<sup>rd</sup> component, who is the person tasked with updating the list of courses that students can take outside the program?

Chair: There are several requirements like this in our programs. The office staff used to scan the course catalog and ask program faculty about courses that seemed appropriate to count. Not clear how this will work with the HAS advising center.

Faculty member: Great proposal. Concern about the ability of a student to complete the major with only 5 content credits out of 65. Doesn't think a major with one content course qualifies as a BA major. Might be worth reconsidering? Where do we draw the line in terms of rigor? Maybe consider increasing the requirement for literature, culture, linguistics courses.

Faculty member: For the Japanese major, we keep a list of pre-approved external courses in the office. Language rigor and content rigor are different things: it's possible to be rigorous in learning a language too. However, content requirement allows us to give students a breadth that we can't give if we're working in L2 with the harder languages. Need a balance between breadth and language study.

Response: Will discuss this issue a little further.

Faculty member: The South Asia faculty did think about it quite a bit. One issue is that the advanced courses are pretty content-heavy. They're kind of in-between content and language designations and are adjusted back and forth depending on what's appropriate.

Faculty member: In Japanese program, classical Japanese counts as both content and language. Might be possible to have some cross-over listings like that.

## VII. **Discussion:** Five-year hiring plan (Handel; Appendices 1-2 & B-F) 4:20-5:00

We will describe proposals and discuss our views; then do polling via Catalyst over the next month; approve a plan at the December meeting for submission to College on December 17.

Chair: What we're doing today is gathering as much info as we can about the proposals we've made. Sometime over the next two weeks we'll do a straw poll over an anonymous catalyst survey. It's a way of gathering opinions/preferences confidentially. The plan is due to the College Dec. 17, a week after the next faculty meeting.

We submit a 5-year plan every year. It will be revised every year. In that sense it's not binding. What *is* binding is when we make a specific request for a hire for the following year. Anything we're not requesting the next year is something that can be (re)considered in future years. It's best to have a request for an immediate hire, along with a best guess about what we'd want to request in year 3 and year 5.

The last hiring plan had 3 positions: Korean (currently in search), Chinese position in Sinophone lit., and S Asia for a position in Hindi lang and lit. We should reconsider the two latter proposals, along with new proposals.

The new proposals include a position in South Asian media and culture that the South Asia Center wants to seed with some money in their upcoming Title VI grant. The Korean program has made a proposal for a new lecturer position too. There were plans last year for a new linguist position but there haven't been any concrete proposals put together for that this year.

Finally there is also a new digital humanities minor in CAS. There will be 2 humanities-wide positions to support that minor. Positions will be housed in a department but would have responsibilities to the division. Anna Preus was hired for the first of those positions. They are housed in the English department. The second position will be for a non-Anglophone translation studies scholar. This search could go to a department if there is a good proposal from a department. Or, they could do a division-wide search and the eventual hire would be placed in the appropriate department, like they did for the first position.

At the last meeting, Ping presented a proposal for an early textual studies position in Chinese. The new hire would replace Bill who is retiring soon.

Faculty member: Presented proposal for a new Korean language lecturer. Korean program needs one more lecturer to meet student demand and enable future expansion. The lecturer will alleviate pressure on waitlists for 1<sup>st</sup> year. And they would offer a 4-skills Korean language course at 4<sup>th</sup> year level. They could also teach innovative courses like business Korean or Korean through K-pop. Used to offer business Korean but they stopped doing that because the demand for 1<sup>st</sup> and 2<sup>nd</sup> year got so high. Student numbers have steadily increased. In May 2021, the program had 18 majors and 22 minors, up from one or two per year 10 years ago. Have seen an increase in students since curriculum revision was implemented in 2019. Always a long waitlist for 1<sup>st</sup> and 2<sup>nd</sup> year Korean. The director of the East Asia Center was enthusiastic about this position. Plans to submit a funding proposal with the Title VI grant application in winter 2022, for partial or full support for the position. Hope to have the position filled by autumn 2023.

Faculty member: When do we get the results of the Title VI applications?

Chair: Title VI center grants are on 4-year cycles. We're in year 4 for both east and south asia centers. Applications will probably be submitted in Feb or March and we'd know result in June, for grant cycle starting in Sept. So there's no time to do a search for something that would start in year 1 of the grant cycle. Typically they write them to start in year 2.

Faculty member: Classical position (Bill's retirement) is more important than the Sinophone position. The program needs someone to cover courses in literary Chinese that both undergrads and grad students rely on. Also needed for grad students in classical Japanese.

Faculty member: It is exciting news that the South Asia Center is willing to help seed a position in our department. This proposal can be combined with the earlier Hindi one, given that it has the same focus on social media and popular culture. Both could be consolidated as a position for Social Media in South Asian Languages, with a focus either in Hindi or in a South Indian/Sri Lankan Language (like Tamil, or Telugu). The need for help in teaching Hindi is more urgent than ever. This is the case because we continue to serve also FLAS students and graduate students, both our own to prepare for their MA exams and those from other departments, who these days coming in often with skills above the 300 level. While our numbers are low, in Hindi we always have some enrollments, so we always have to offer the full set of classes for 3 quarters each. We have enough of a "menu" of courses to serve them, the issue is personnel to staff this.

Faculty member: How would the reopening of a grad program in Korean be affected by acquiring new faculty members? Maybe there would be a way for TAs to be supported by having them TA sections of Korean. If there is a scenario where a teaching professor comes and doesn't have enough work, might be left with a situation where they can't get TA-ships for graduate students.

Response: A new lecturer would be able to teach a 4<sup>th</sup> year four skills class. The Korean program currently does not have a 4-skills class at the 4<sup>th</sup> year level. In addition to offering a 4<sup>th</sup> year 4-skills class, they would offer additional sections of lower level classes. Data about demand from students show there is a consistent waitlist over 100 students for 1<sup>st</sup> year Korean. Unlikely that a new lecturer would be underworked.

Faculty member: Why would our department house a South Asia media studies person, as opposed to CMS?

Response: In CMS, the teaching is all done with English-language materials. The emphasis for the position that would go in our department would include South Asian languages. They want someone who works on media in those languages.

All materials are in [this Google Drive folder](#). *Please review before the meeting if you can.*

## VIII. Adjournment

**Attendance:** Ahmad, Atkins, Bhowmik, Bi, Cao, Chesbro, Cho, Dubrow, Hamm, Handel, Iwata, Jesty, Kim, Lu, Mack, Marino, Matsuda-Kiami, Nguyen, Nishikawa, A. Ohta, K. Ohta, Pauwels, Sandjaja, Scoyoc, Takeda, Wang, Won, Yoon, Yu

## Appendix 3

### *Proposed revision to the South Asia Major*

Handout for Revised South Asia Major Proposal, AL&L Faculty Meeting, Nov. 12, 2021

**Background:** After many years, the South Asia program proposes to revise its major. The major in South Asian Languages has not been revised for over 10 years. During that time, our faculty composition and research and teaching areas have changed. The needs and interests of potential student majors have diversified. The revised major is designed to afford the greatest possible flexibility and feasibility for our majors. It allows for a variety of tracks (studying 1 or 2 languages; taking more advanced language courses), ensuring that students receive a rigorous and extensive education in South Asian languages and cultures while giving them the flexibility to tailor their studies. The proposed revisions build on unique strengths of our program's multiple language offerings (we currently offer 4 South Asian languages within the program), and allow students to achieve both breadth and depth in their study. These revisions also bring our major requirements more in line with recent changes to the other department majors.

### **Text of the Revised Major:**

The South Asian Languages and Literatures major has a requirement of **65 credits**.

#### I. Language

**40 credits**, consisting of 30 credits of 1 language + 10 additional credits of the same language or a second South Asian language. These credits may be filled with any level of South Asian language. For example, a student may fulfill this requirement with 40 credits of Hindi courses, or 30 credits of Hindi + 10 credits of a second South Asian language offered in the department (Urdu, Sanskrit, Bengali, etc.). Graduate (500 level and above)-level language courses in the program can also count toward this requirement.

HINDI 101, 102, 103 Elementary Hindi  
HINDI 201, 202, 203 Intermediate Hindi  
HINDI 311, 313, 315 Advanced Hindi  
HINDI 411, 413, 415 Advanced Hindi

URDU 101, 102, 103 Elementary Urdu  
URDU 201, 202, 203 Intermediate Urdu  
URDU 311, 313, 315, 317 Advanced Urdu  
URDU 411, 413, 415, 417 Advanced Urdu

SNKRT 101, 102, 103 Elementary Sanskrit  
SNKRT 201, 202, 203 Intermediate Sanskrit  
SNKRT 311, 312, 313 Advanced Sanskrit

BENG 101, 102, 103 Elementary Bengali  
BENG 201, 202, 203 Intermediate Bengali  
BENG 301, 302, 303 Advanced Bengali

## II. Introductory South Asian Literature

**5 credits:** must be from 200-level S ASIA courses, or ASIAN courses with significant content related to South Asia, including:

S ASIA 203 Love and War in Classical Indian Literature  
S ASIA 206 Modern South Asian Literature  
S ASIA 207 Fairies, Genies, and Monsters: The Romance in India  
S ASIA 225 Indian Philosophical Literature  
ASIAN 210 Asian War Epics: Working through Many *Mahabharatas*  
ASIAN 223 Buddhist Literature

## III. Area-Related Humanities & Social Sciences Courses, and/or Advanced South Asian Language Courses

**20 credits.** Suggested courses include:

S ASIA 316 Postcolonial Literature of South Asia  
ASIAN 494 Ramayana in Comparative Perspective  
ANTH 352A Buddhism and Society: The Theravada Buddhist Tradition in South and Southeast Asia  
RELIG 120 Yoga Past and Present  
RELIG 352A Hinduism  
RELIG 456 Gender and the Hindu Goddess  
JSIS A 202 Introduction to South Asian History, 1500-Present  
JSIS C 202 Introduction to World Religions: Eastern Traditions  
JSIS 203 Rise of Asia  
JSIS A 206 Contemporary India and Pakistan  
JSIS 210/NEAR E 230A Islamic Civilization  
JSIS 316/ANTH 316 Modern South Asia  
JSIS A 340 Government and Politics of South Asia  
JSIS C 354 Buddhism  
JSIS 406 Political Islam  
JSIS A 417 Political Economy of India  
CMS 320 South Asian Cinemas  
HSTAS 202 Introduction to Modern South Asia  
HSTAS 403 History of Modern India to 1900  
HSTAS 404 History of Twentieth-Century India

All S ASIA courses in the department count for this requirement. Consult the South Asia Center's list of courses for other courses that could potentially count for the major. All 300-level and above South Asian language courses also count for this requirement.