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**Department of Foreign Languages and Literatures**

**Mission Statement and By-Laws**

Revised October 11, 2004
Revised November 19, 2009

**Mission**

The department provides the UNM community with an opportunity to acquire in-depth knowledge of individual languages, literatures and cultures and promotes cross-cultural awareness and analysis.

**Description of the Department of Foreign Languages and Literatures**

We teach modern and classical foreign languages to students at the University of New Mexico emphasizing communicative skills, cultural knowledge and the exploration of literature, but also incorporating the study of other media for cultural expression, including film. We provide the cross-cultural awareness and critical skills necessary for students to understand their own place within global culture. We train advanced students in literary and cultural criticism as well as in language pedagogy, preparing them for careers as educators and more generally as professionals adept in cross-cultural communication. We conduct, present, and publish research in the fields of literary and cultural criticism, translation and literary history. We encourage and coordinate interdisciplinary teaching and research across departments. We enrich and promote the multilingual environment of the University of New Mexico and the state of New Mexico.

**I. By-Laws**

The excellence of the Department of Foreign Languages and Literatures depends on coordination between its programs in language, literature and cultural study which include Chinese, Classical Greek, Classics, Comparative Literature and Cultural Studies, French, German, Italian, Japanese, the Major in Languages, Latin, Russian, and other languages. The departmental by-laws exist to make pursuit of this mission possible. They assume cooperation between departmental programs and professionalism and collegiality on the part of all departmental members. The by-laws designate the responsibilities associated with appointment or election to administrative positions in the department. The departmental by-laws amplify and complement the UNM Faculty Handbook. None of the by-laws are to be interpreted as revising or contradicting the provisions of the Handbook.

**II. Voting Faculty**

The voting faculty of the Department includes faculty at all ranks, as defined in the Faculty Handbook, who serve on a contract that is one year or longer.

All voting faculty are expected to attend the regular monthly faculty meetings and to participate as needed in the work of the Department’s and the College’s standing and ad hoc committees.

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I. Policies and Procedures
III. Meetings

The Chair convenes monthly faculty meetings during the academic year and sets the agenda for those meetings in a way that is responsive to the concerns of Department members. As appropriate, a representative of the GPSA will be invited to attend faculty meetings.

IV. The Chair

The Chair must be a senior tenured faculty member.

*The Chair serves for a four year term which can be renewed. The Chair is to be reviewed annually by the Department faculty in the spring.*

The main areas for which the Chair is responsible include budget (salary, administrative expenses, raises); personnel and discretionary budgets (promotion, hiring, tenure, administrative assignments, work-load division); advocacy of departmental interests in the college, university, and community; and communication of college and university level directives to the Department on matters concerning, but not limited to hiring, college-level standing committees, and planning initiatives.

The chair is responsible for administering the budget and reports to the
* Faculty at the April faculty meeting on major departmental expenditures for the year, including but not limited to travel, equipment, major purchases and expenses; and
* TA/GA budget allocations.

The chair hires and oversees the staff, facilitate hiring, promotion and dismissal of faculty and adjunct faculty, and co-ordinates assignment of Teaching Assistantships and Graduate Assistantships.

The Chair consults with the faculty at large when initiating and developing faculty hiring plans and keeps the Department faculty apprised of all significant developments during the hiring process.

The Chair serves as the formal spokesperson for faculty eligible for promotion and tenure; solicits letters from outside scholars; and leads the faculty in an evaluation of such candidates. The chair also coordinates faculty and staff needs based on projected leaves, sabbaticals, hires and retirements.

The chair appoints an ad hoc salary committee as outlines in the Department’s “Allocation of Faculty Raises by Merit Policy,” adopted January 2001.

V. DEPARTMENTAL COMMITTEES

The department has three standing committees and ad hoc committees that are convened as needed.

A. The Advisory Committee (AC)
The advisory Committee is composed of three members drawn from tenured faculty and is appointed, subject to departmental approval, by the Chair.

AC members are expected to serve for one year, and while regular rotation is encouraged, re-appointments are possible. The AC meets with the Chair two weeks after each faculty meeting to follow up on issues raised, devising plans for implementing agreed upon actions and planning and agenda for the next faculty meeting.

The AC represents faculty concerns to the Chair and helps to secure mentors for tenure-track faculty members.

B. The Curriculum Committee (CC)
The Curriculum Committee is chaired by the Undergraduate Director. The CC is composed of one member from each language taught by the department. At the beginning of each semester, the Chair of the CC, upon consultation with the Department Chair, convenes a committee to coordinate for the following semester all courses taught in English and all graduate seminars.

The CC is responsible for coordinating long-term undergraduate curricula for the Department.

The Chair of the CC also compiles an FLL course brochure describing courses taught in English.

The Chair of FLL serves ex officio on the Curriculum Committee.

C. The Graduate Committee (GC)
The Graduate Committee is composed of the Graduate Director and the graduate advisors from each of the three graduate programs in FLL (French, German and CL/CS). The GC meets on a regular basis during the academic year to decide on matters of admission, graduate curriculum, advising, and concerns regarding graduate education that may arise in the Department. It works to unify Departmental standards for admission and graduation of M.A. and Ph.D. candidates.

The GC is chaired by the Graduate Director.

The Chair of FLL serves ex officio on the Graduate Committee.

VI. OTHER ADMINISTRATIVE FACULTY POSITIONS

The positions of Graduate Director, Undergraduate Director and Director of Comparative Literature and Cultural Studies are held for two years, with the possibility of renewal, and rotate regularly among members of the faculty. Individuals are appointed by the Chair and approved by a majority of the faculty in the spring of the academic year prior to the beginning of their term.

Each program also has undergraduate and graduate advisor positions which, because of the small size of the department and some of its programs, may or may not be subject to regular rotation and may sometimes be held by individuals filling one or more positions.
The Graduate Director: The Graduate Director 1) chairs the Graduate Committee; 2) facilitates coordination between graduate programs; 3) provides regular advisement to students on meeting program requirements; 4) communicates with the Office of Graduate Studies; and 5) fosters collective planning on the graduate curriculum.

The Undergraduate Director: The Undergraduate Director 1) chairs the Curriculum Committee; 2) promotes and coordinates the Department’s Honor program; 3) advises the Languages majors; and 4) coordinates undergraduate course revisions for the UNM course catalog.

Director of the Program in Comparative Literature and Cultural Studies: The Director of the program in CL/CS 1) provides advisement to undergraduate and graduate students on meeting graduation requirements and on pursuit of academic and profession goals; and 2) coordinates collective planning of the program’s curriculum in dialogue with other departments and programs across the college and university.

VII. APPROVAL AND AMENDMENT OF BY-LAWS

The by-laws must be approved by ¾ of the voting faculty. Once approved, the by-laws will become effective the following semester. The Chair and faculty of FLL will review and consider amending the departmental by-laws at least once every three years. Amendments may be proposed at any time by any faculty member in the interim by requesting that such a change be placed on the agenda of a regular faculty meeting and will require the approval of ¾ of the voting faculty.
The Department of Foreign Languages and Literatures makes tenure and promotion recommendations on a record of research, teaching, and service. In addition, Collegiality, cooperation and contributions to Department life are expected of all faculty members. The strongest cases will demonstrate excellence in research and teaching, as well as a satisfactory record of service and involvement in Department initiatives. The Department recognizes and encourages interdisciplinary work in teaching and research. Research and publication done since coming to UNM is weighted more heavily than work done previously.

TEACHING

A strong teaching record can be established by demonstrating success in the following categories:

- Student evaluations
- Peer reviews (untenured faculty should have at least one evaluation by tenured faculty each semester)
- Course materials (syllabi, exams, etc.)
- Awards and grants for teaching
- Curriculum development
- Honors, thesis and dissertation direction
- Membership on honors, thesis and dissertation committees
- Unsolicited letters and other testimonials

Untenured faculties are expected to develop and teach a variety of courses serving the needs of their programs.

SCHOLARLY RESEARCH AND PUBLICATIONS

It is impossible to establish a fixed quantitative and qualitative requirement in this area. Candidates for promotion at Associate Professor should, however, demonstrate scholarly excellence in publications recognized by the profession. They should also show expansion of research areas beyond the dissertation and evidence of an emerging national and/or international reputation as a specialist in their designated field. The Department has in the past regarded favorable a scholarly agenda that has included a book-length publication or a series of substantial articles in respected, refereed venues.

Publications in print or with certified and verifiable commitment from an editor will carry substantially more weight than works under submission or in progress. The stature of the press that publishes the work may also be taken into consideration. Again, a successful tenure bid typically results from a well thought out and executed plan established in coordination with the junior faculty member’s mentors and department chair.
The Department also values and recognizes grants and fellowships in support of research projects. In evaluating the significance of an award, we will make a distinction between local, national and international.

**Book or monograph**

The publishing of a book-length research monograph in the candidate’s area of specialization is a central step toward tenure and promotion. The Department regards a published monograph based on the doctoral dissertation as a demonstration of the interest and importance of the candidate’s doctoral work. If the monograph is derived closely from the dissertation, the candidate’s subsequent research should be demonstrated by additional publications. If, however, the monograph includes substantial post-doctoral material, this becomes a sign of the ongoing and developing nature of the candidate’s research.

**Articles or book chapters**

The Department values scholarly articles in important refereed journals or book chapters in edited volumes. If these publications are derived from the dissertation with little or no revision, they will carry less weight than new material begun since arriving at UNM. The publishing venue or the impact on the field and the profession will be weighted in evaluating an article or book chapter. The Department will also consider a pattern of publications. It is important to establish an identifiable profile in a field which can be recognized by outside readers and evaluators.

**Books and anthologies edited or co-edited (collection of secondary materials)**

Books edited, including anthologies of primary sources, can make a worthwhile and important contribution to the field, but junior faculty should be aware that an edited volume can be a very time consuming endeavor. It is not comparable to an original scholarly book especially if the candidate was not the sole or main editor or the author of any of the chapters. The significance of the original work to the field, the editor’s scholarly contribution to the volume, and the publishing venue are also factors in evaluating edited volumes.

**Translations**

A book-length translation is recognized as a valid and important contribution to the profession. It does not normally carry the same weight as an original scholarly monograph. It will be weighted more heavily if the candidate, in addition to translating the text, writes a preface, introduction or afterword, or if the translation contains some sort of scholarly apparatus. The significance of the original work to the field, as well as the publishing venue, are also factors in evaluating translations.

**Textbooks**

The criteria of evaluation will include originality, importance to the field and publishing venue.

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I. Policies and Procedures
Conference proceedings

Conference proceedings are not typically considered refereed publications. When including a paper published in conference proceedings, a candidate should be able to document the selection criteria and the importance of the volume.

Conference papers

Junior faculty are encouraged to present scholarly papers at conference as a means of gaining valuable feedback and visibility from their peers. The impact of a conference paper will depend to some extent on whether it is regional, national, or international conference.

Book reviews, encyclopedia articles, biographical sketches

The writing of a book review is a sign that a scholar is beginning to gain recognition in his/her field. However, these publications generally count little in the evaluation of the tenure and promotion file unless they have some length and substance, e.g. an invited review article in a major journal.

SERVICE

All tenure-track faculty members are expected to serve on departmental committees and to provide leadership in their individual programs. Untenured faculty are not generally expected to take on extraordinary service. Service outside of the Department or University or in professional organizations while not expected, is a sign of the candidate’s gaining recognition in his/her scholarly field.
PROMOTION TO FULL PROFESSOR IN THE DEPARTMENT OF FOREIGN LANGUAGES AND LITERATURES

The present document should be considered in conjunction with the relevant sections of the UNM Faculty Handbook. They note that “Professors are the most enduring group of faculty, and it is they who give leadership and set the tone for the entire University” (2.2.3c). The anticipated length of service at the rank of associate professor before being considered for promotion to full professor to full is five years and recommendations for promotion in less time should be carefully weighted and justified by the administrative officer making the decision (4.8.3.a) These policies stress “high standards in teaching, scholarly work, and service to the University or profession” (4.8.3.a)

The Department will evaluate candidates for promotion to Professor primarily on the basis of their records since their promotion to Associate Professor. There is an expectation that the trajectory that led to success in tenure and promotion will have continued and developed in the areas of scholarship, teaching, and service. Their reputation should extend beyond the university and into the national and international community of peers with whom they are being compared.

While no objective criteria exists for evaluating candidates for promotion to Professor, there is an expectation that they will have pursed an active and productive course of scholarly work and are recognized as leaders in their fields of research. While quality is important, the quality of work is of primary importance as evidence by its impact among members of their respective scholarly communities. This can be demonstrated publications of a substantial body of work, usually a second, post-tenure book length publication in a recognized scholarly venue or its equivalent in refereed articles in leading journals. An active presence at conferences and meetings and delivery of scholarly papers will also serve to illustrate a candidate’s involvement in scholarly debates. There is an expectation that this successful scholarly direction will continue throughout the Professor’s career.

Promotion to the rank of Professor requires a good teaching record. This implies active and energetic involvement in the department’s teaching mission, which can be demonstrated by several means: recognition through teaching awards, student evaluations, peer reviews, and successful direction of student projects. Candidates for promotion should have demonstrated their stewardship of the programs to which they have been affiliated. Finally, they should display leadership and a continuing involvement in the endeavors of their students by supporting and encouraging students in their careers.

Professors should take on the responsibility of leadership within the department programs the university and the profession. While this role can have many intangible elements, it can be documented through service on committees, responsibility for special programs and projects, and visibility in national professional organizations. Professors are expected to demonstrate leadership by serving as mentors and models to other faculty and students.

I. Policies and Procedures
Name_______________________________________   Calendar Year ___________

DEPARTMENT OF FOREIGN LANGUAGES AND LITERATURES  
ANNUAL PERFORMANCE REVIEW REPORTING FORM  
REVISED MARCH 26, 2009

Please provide requested information based on accomplishments during the previous calendar year. Do not indent your information. Blanks to left of items are for use by the salary committee.

TEACHING  
(40 points maximum)

Quantity of teaching:

_____ Baseline teaching: four 3CH courses/year (16 points).  
[Identify course number, course title, credit hours, semester (S, F), enrollment]

_____ Overload beyond four courses (1-3 points, based on credit hours).  
[Identify course number, course title, credit hours, semester (S, F), enrollment]

_____ Problems courses (1 point).  
[Identify student, course content, credit hours, semester (S, F)]

_____ Large enrollments (1-3 points)  
[1 point for 40-50 students, 2 points for 51-150 students, 3 points for 151+]

_____ Honors thesis (1 point for 498, 1 point for 499, 1 point for second reader in semester of completion)  
[Identify student, thesis title, semester (S, F)]

_____ M.A. thesis (1 point for chair of 599/semester, 1 point for committee member in semester of defense)  
[Identify student, thesis title, semester (S, F)]

_____ Ph.D. dissertation (1 point for chair of 699/semester, 1 point for committee member in semester of defense)  
[Identify student, dissertation title, semester (S, F)]
Presentation in pedagogical workshop, institute (1 point)
[Identify venue and date]

New course (2 points for substantial revision of course, 3 points for new course)
[Identify course, nature of changes, semester (S, F)]

Quality of teaching:

Average of THREE ICES numbers (Rate the Instructor/Content/Overall Course) (3 points/course for score of 4.8-5.4, 1 additional point/course for score 5.5 or above, 1 subtracted point/course for score 4.7 or below)
[Identify each course and ICES average score]

Quality of teaching (Fall 2008):

“Your Average Scores” IDEA Raw Scores of A (Progress on Relevant Objectives), plus B (Excellent Teacher) and C (Excellent Course): use score under Summary Evaluation (Average of A & D) (3 points/course for average score of 3.6-4.4, 1 additional point/course for score 4.5 or above, 1 subtracted point/course for score 3.5 or below)
[Identify each course and IDEA summary evaluation scores]

Teaching grants (1-5 points depending on size of award)
[Identify granting agency, amount of award, date]

Teaching awards (1 point for UNM or local award, 2 points for award by professional association, 3 points for national award)
[Identify organization and nature of award, date]

Other
[Identify other teaching activities not included in above list]

Total Teaching points

RESEARCH
(40 points maximum)

Single-authored scholarly book (20-30 points first year, 15-20 points in second and third years)
[Identify book, press, date of publication, length, reviews]
Co-authored scholarly book (15-20 points first year, 10-15 second year)
[Identify book, press, date of publication, length, nature of your contribution]

Single-edited book (15-20 points first year, 10-15 second year)
[Identify book, press, date of publication, length, nature of your contribution]

Co-edited book (15-20 points first year, 10-15 second year)
[Identify book, press, date of publication, length, nature of your contribution]

Book-length translation (10-20 points first year, 5-10 second year)
[Identify book, press, date of publication, length, nature of your contribution]

Textbook (10 points)
[Identify book, press, date of publication, length, nature of your contribution]

Scholarly article in refereed journal (10-15 points first year, 5-10 second year)
[Identify article, journal, date of publication, length]

Scholarly article or book chapter in edited volume (10-15 points first year, 5-10 second year)
[Identify article, volume, date of publication, length]

Encyclopedia article (5-10 points)
[Identify article, volume, date of publication, length]

Book reviews (3-5 points)
[Identify review, place and date of publication, length]

Editor of special issue of journal (10-15 points)
[Identify journal, date of publication, length, nature of your contribution]

Presented paper at scholarly conference (3 points for regional conference, 4 points for national conference, 5 points for international conference)
[Identify paper title, organization, place, date of presentation]

Invited talks (3-5 points)
[Identify title of talk, inviting organization, place, date of talk]

Internal grant (3-5 points)
[Identify granting agency, amount, date]

External grant (5-10 points)
[Identify granting agency, amount, date]

Other
[Identify other research activities not included in above list]

_____ Total Research Points


SERVICE
(20 points maximum)

_____ Member of standing FLL committee (2 points)
[Identify committee, length and nature of service]

_____ Standing/Ad-hoc College or University committee (3 points for chair, 1-2 points for member)
[Identify committee, length and nature of service]

_____ Ad-hoc FLL committee (2 points for chair, 1 point for member)
[Identify committee, length and nature of service]

_____ Chair of standing FLL committee (3 points)
[Identify committee, length and nature of service]

_____ Undergraduate major advisor (2 points)
[Identify major, length and nature of service]

_____ Graduate major advisor (2 points)
[Identify major, length and nature of service]

_____ Faculty mentor (2 points)
[Identify faculty member, length and nature of service]

_____ Outside speaker recruitment (1 point)
[Identify speaker, date, nature of organization]

_____ Advisor of student group (1 point)
[Identify group, length and nature of advisement]

_____ Organize conference (3-5 points)
[Identify conference, place, date, nature of organization]

_____ Organize conference panel (2 points)
____ Invited conference panel chair/panel respondent (1 point)
  [Identify panel, conference, place, date]

____ Member of editorial board (1 point)
  [Identify journal or press and nature of responsibility]

____ Officer in professional organization (1-2 points)
  [Identify position, organization, dates of service, nature of responsibility]

____ Committee in professional organization (1-2 points)
  [Identify committee, organization, dates of service, nature of responsibility]

____ Outside evaluator of P&T candidate (1 point)
  [Identify relevant details]

____ Outside evaluator of program (1 point)
  [Identify relevant details]

____ Outside reviewer of manuscripts, articles, grants, awards (1 point)
  [Identify relevant details]

____ Community outreach (1-2 points)
  [Identify relevant details]

____ Other
  [Identify other service activities not included in above list]

____ Total Service points

____ Total for 3 Categories
FLL Procedure for the Evaluation of Lecturers (Draft - August 17, 2011)

This procedure aims to recognize and evaluate the Lecturers who play an important academic role in the department and the university.

Each Lecturer will be assigned a mentor who will coordinate the evaluation process and provide input to the Chair. The Chair will also meet with each Lecturer at least once a semester in order to discuss his/her progress.

The Chair will draft by December a report on each Lecturer evaluating his/her performance and contributions. This report may take into account the following:

- classroom visits by mentor or other faculty. Each Lecturer should expect at least one but no more than two visits in a given semester. Each visit will be summarized in a written evaluation submitted to the Chair one month before the end of the semester.
- student evaluations (IDEA or other).
- participation in independent studies and honors or graduate committees.
- contribution to department activities such as Language Expo, orientation of new students, faculty meetings, committees, conferences, etc.
- program development, new courses, range of course offerings.
- planning and implementation of university-mandated Outcomes Assessments.
- participation in events and activities beyond the department that raise the profile of the program.
- collegiality.

Record keeping and updating of your c.v. are crucial to your ability to give your mentor and the Chair a full and complete record of your activities.
Appointment of a Search Committee and Search Process: The Department Chair will act as the hiring officer and will appoint a Search Committee and a Search Committee Chair. The Search Committee Chair will be a tenured faculty member in the department. In the case of a joint appointment shared by another department or program, the Search Committee Chair may come from another program or department and the Department Chair may or may not be the hiring officer. In coordination with the Department Chair, the Search Committee will follow university and OEO guidelines in writing the job announcement and the “Position Analysis Memorandum” for submission to the College of Arts & Sciences.

The Search Committee will also determine the proper venues for advertising the position and, in consultation with the Department Chair and A&S, will determine whether 1) a pool of superior candidates will be first interviewed at a national professional meeting such as the MLA leading to the best candidates being invited to UNM for final interviews; and whether 2) a top group of candidates will be identified and ranked and brought to campus in the order of ranking until the position is filled. All candidates for a tenure track position will be required to submit CV’s, letters of recommendation and of interest and supporting materials related to scholarly writing and teaching by a specific deadline. As per university guidelines, all of the applicant files will only be available to the search committee. The Search Committee is solely responsible for selection of the top pool of candidates for subsequent interviews.

On Campus Interviews: At the time of the on-campus interviews, the files of the candidates being interviewed will be available to departmental faculty on request. A variety of times that faculty members can meet with the candidates will be set up to accommodate varied schedules. The candidate’s schedule will be determined by the members of the Search Committee and the Department Chair.

Search Committee Meeting: After the interviews, the Search Committee Chair will convene a private meeting of the committee to determine its hiring recommendation to the faculty.

Faculty Meeting to Make Hiring Recommendation to the Chair: The Department Chair will remind the faculty of the rules governing the meeting, as described in the next section, as well as of university hiring guidelines, including those pertaining to minority candidates, and will set a meeting time accommodating all faculty members. Any faculty member who is not present at the meeting may give his/her vote to the chair in advance or must abstain.

Only tenured and tenure track faculty at .5 FTE and above and full-time lecturers may participate in the vote. A vote of 2/3 in favor constitutes a recommendation for hire to the Department Chair. The Chair does not vote as the vote constitutes a recommendation to her/him. The meeting will be run by the Department Chair and will follow the following procedures.

1) The search committee will report to the faculty on each of the on-campus interviewees and will present its recommendation with a ranking (10-12 minutes).
2) If the search committee has one clear top candidate, the faculty as a whole may proceed to a vote on that candidate after a brief, optional question and discussion period (5-10 minutes).

3) If the Search Committee returns with two equally ranked candidates and without a preference, the faculty will be given the opportunity for a brief debate followed by a non-binding secret poll by paper ballot.

4) If the secret poll indicates the likelihood of a 2/3 majority, then a motion will be made to proceed to a binding, secret vote by paper ballot.

5) If the poll indicates no clear majority, another 15 minutes of discussion may occur, followed by a binding, secret vote by paper ballot.

6) If this binding vote remains inconclusive, the Department Chair may adjourn the meeting and arrive at a hiring decision with awareness that top candidates have been identified but that the faculty has not made a binding recommendation.

7) If the nature of the search requires the ranking of secondary candidates, the following procedure will be followed. This process will occur at the hiring recommendation meeting, and should not be postponed to a later time.

8) After the first candidate had been identified, it will be decided whether the remaining candidates are viable candidates and thus should remain in the search pool. The faculty will proceed to a binding, secret vote by paper ballot for each remaining candidate. A 2/3 majority is necessary for a candidate to remain in the search pool.

After the remaining candidates have been identified as to viability, if two or more candidates remain, the faculty will proceed to a ranking of the remaining candidates. The faculty will rank the remaining candidates by means of a binding, secret vote by paper ballot. A 2/3 majority is required to rank one candidate over another.

If no candidates remain viable in the search pool, the Department Chair may consult with the Search Committee to go back to the list of semi-finalists or close down the search.

If the binding vote remains inconclusive, the Department Chair will consult with the Search Committee to decide how to rank the remaining candidates.

I. Policies and Procedures
The Department of Foreign Languages & Literatures allocates faculty raises based on merit after the evaluation of faculty performance in the areas of Teaching, Research and Service. In the calculation of raises, the sum of these three areas is weighted as follows: 2T + 2R + S (or 40/40/20).

The Chair convenes a Salary Committee in the spring term after the formula for the faculty raises has been announced, for the purpose of evaluating faculty merit points. The committee will consist of at least three members of the tenured faculty, usually each from a different language group. The Chair will make a decision on faculty raises based on consultation with this committee. Evaluations are based on information recorded on the Annual Supplement to the Biographical Record form submitted by each faculty member for the previous calendar year. The Salary Committee uses the attached grid in the allocation of merit points in the areas of Teaching, Research and Service.

*Service to the department (or some other unit) is considered by the Salary Committee regardless of whether or not the faculty member receives a SAC (Supplemental Administrative Component) for that service.

*A faculty member’s creative works may be submitted for consideration at the discretion of the Salary Committee and the Chair.

The Chair, with the concurrence of the Salary Committee, and if the size of the salary pool is deemed adequate for the purpose, may assign additional permanent salary bonuses in the case of: (1) an exceptional publishing record such as the publication of a book, (2) an outstanding teaching record as shown, for example, by a teaching award, (3) exceptional service to the Department, (4) the need to correct an inequity in a faculty member’s salary if it is shown to be below usual UNM standards at that rank.

Should the department receive 1% or less for the allocation of faculty raises, the Department will allocate across-the-board raises to faculty members by equal dollar amount. Bonuses, if merited, will still be awarded. In this case, or if there is zero allotment, the Chair may still convene a Salary Committee to award points, in order to have a record of the year necessary for other administrative purposes.

I. Policies and Procedures
The Department of Foreign Languages and Literatures used its available funds to defray some of the costs associated with attending professional conferences. Since we cannot cover all expenses, faculty member will be reimbursed for the following, assuming availability of funds.

Top priority is for attendance at a conference to read a scholarly paper.

FLL will use available funds to pay for

1. Round-trip airfare, coach, at lowest possible fare (if a lower fare can be obtained by Saturday night stay over, the Department will pay for an extra night stay in a hotel).
2. Registration fees upon presentation of cancelled check or proof of payment.

At the start of the fall semester, the Chair will announce the total amount available for travel for that year.

Faculty are expected to announce to the chair no later than November 1 their intention to travel in the course of the year, so that the chair can distribute funds equitably. Any funds not encumbered by March 1 revert back to the department.

International Travel: Requests for international travel will be treated like those for domestic travel: requests must be made by November 1 for best consideration. In the event that international travel requests in a given year exceed available funds, priority will be given to the faculty who did not request or receive funding for international travel in the previous academic year. Requests for funding for international travel in two consecutive years will be prioritized behind other travel requests.

In the event that requests exceed available funding, the Chair shall prioritize allocations. In such cases, junior faculty would normally have a priority over senior faculty if the junior faculty member does not already have or has expended all start-up funds for this purpose.

If funds are still available after all travel has been funded for those presenting scholarly papers, reimbursements may be made for attending a conference for other valid professional reasons. This latter option should not occur more than every couple of years and there should not be a total of more that two or three such requests in the department every year.

It is imperative to speak to the Chair before making a commitment that relies on departmental funding. Also, it helps the office keep track of the travel process to keep the departmental administrator apprised of any changes in travel plans.

I. Policies and Procedures
The Department of FLL recognizes the need for mentoring at various stages of an academic career: mentoring of tenure track (TT) faculty by more experienced faculty; faculty/graduate student mentoring; mentoring of tenured faculty by senior faculty; and mentoring of adjunct faculty. This document will focus on the first of these relationships, namely the mentoring of TT faculty by more experienced faculty within and outside of FLL.

The department also recognizes that the mentor plays an important but strictly advisory role as the TT faculty member charts his or her own trajectory towards mid-term and/or tenure reviews.

Establishing mentorship relationships:

It will be the department chair’s responsibility to help establish the mentor/mentee relationship by discussing possible mentors with new faculty during the first semester of their arrival at UNM. After consulting with the new faculty member and faculty within the specific program, the chair will recommend colleagues, set mentoring objectives for mentors and mentees, maintain regular contact with both to monitor the efficacy of the relationship, and meet with mentors once a year to solve problems and share successes. The Chair will evaluate the mentor/mentee relationship as needed, serve as a mediator in the case of any conflicts between the two, and suggest another mentor if the initial match is not working.

Types of mentor relationships:

TT faculty will work closely with one primary mentor from the department. The department suggests that they also identify and work with a second mentor, either from the department or from another UNM department. Because often FLL faculty are the only specialists in their area on campus, TT faculty are also strongly advised to establish relationships with faculty at other institutions who might provide help and advice with their career trajectories.

Meetings and responsibilities:

TT faculty members will meet with their mentors at least once a semester. Mentors will write a brief report every semester that they will share with the mentee and the chair. Mentors will also assist the chair with writing up the annual review of probationary faculty.

On the teaching side, mentors will visit mentees’ classes at least twice. During the semi-annual meeting, they will consult with their mentees about who else should visit their classes, schedule class visits, and assure that there is a reasonable distribution of class visits. Mentors should be available to consult about syllabi as appropriate.

On the research side, mentors will read mentees’ manuscripts and project proposals, and suggest possible publication venues and outside contacts.

At the mid-probationary and promotion/tenure reviews, mentors will be responsible for presenting the case for their mentees to the department.

Mentees are strongly encouraged to visit their peers’ classes.

Primary mentor’s role:

The primary mentor will guide, advise and support junior faculty in their careers at UNM. Some areas in which a primary mentor may work include: planning and following an efficacious path to tenure; developing a solid research trajectory; negotiating professional and career issues; working out a balanced teaching and research schedule; navigating institutional and administrative structures and responsibilities; and helping the mentee develop and expand a professional network on campus and in the discipline at large. S/he will also provide advice regarding service obligations. The mentor should also review the mentee’s CV’s and statements at the times of the two major reviews, and monitor his or her progress towards meeting the FLL guidelines for Promotion and Tenure.
All faculty members in FLL are expected to be actively engaged in teaching, research, and service. The ideal workload ratio corresponding to these categories is 40:40:20. This ratio serves as the basis for salary increases and written evaluations as laid out in our Annual Performance Review document (revised March 26, 2009). Given that FLL is composed of several programs that are run by small numbers of faculty members, it is acknowledged that the service component of most FLL faculty exceeds the 20% ratio where heavy advising, program management, and committee work accrue to each individual.

The target teaching load in FLL has been set at four courses a year for at least the past decade. Individual programs determine teaching assignments based on programmatic needs and institutional resources. In consultation with the Chair and relevant colleagues and with the assurance that key courses will be covered, faculty may elect to distribute their courses in an uneven manner, e.g., teaching three courses in one semester and one course in the other, in order to focus more actively on research. All faculty are expected to teach at least one course every semester.

FLL faculty are expected to maintain an active and productive scholarly profile. We consider that an annual average of 15 APR points (the equivalent of one article published each year in a reputable, peer-reviewed journal or edited volume) constitutes a satisfactory level of scholarly production in our fields. The annual average will be calculated on a three-year basis, with the understanding that a three-year rolling total of 45 APR points in the research category will constitute evidence of satisfactory performance. Faculty may elect the starting year for these calculations. Faculty who have not met this target goal (and cannot provide evidence of pending publications) will be expected to increase their teaching or service duties, or both. Faculty without active scholarly agendas may request an increased teaching or service load. In such cases, their workload ratios will be adjusted (e.g., a 3-3 teaching load might result in a 60:20:20 or 60:10:30 ratio).

Each faculty member will provide the Chair with an updated APR every Spring. The Chair's annual performance review of each faculty member will reflect how s/he is meeting target goals. Any adjustments to a faculty member's standard 40:20:20 workload ratio must be approved by the Advisory Committee. Faculty members who reduce their research expectations and increase their teaching or service duties will be evaluated for purposes of salary increases and for post-tenure review according to the modified workload ratio.

I. Policies and Procedures

Policy on Faculty Workload
Department of Foreign Languages & Literatures
February 25, 2011
In order to comply with University policy, we are instituting the following procedures:

1. Staff will conduct an annual inventory of all department equipment to match item descriptions and locations to the inventory list provided by Property Accounting. We will make inventory adjustments throughout the year, please notify the staff before you move or throw away any UNM property.

2. Obsolete or broken equipment needs to be deleted from the inventory list by filling out the Request for Disposal of Surplus Equipment form. If you want to get rid of something, the staff will process the proper forms.

3. Make sure all equipment under your care is properly maintained and secured.

4. Notify staff immediately if equipment is damaged or stolen.

5. We have an overhead projector, laptop computer and a digital camera available for classes, fieldwork and other projects outside the Department. You may check these items out by completing a Department form stating the purpose, location, and dates needed. You will also fill out a UNM Equipment Checkout form. See Jennifer for these forms.

6. If you wish to take any other UNM equipment off campus, you must fill out a UNM Equipment Checkout form before removing it from the premises.
When a faculty member intends to retire, s/he will write the Chair to request Emerita/us status in the semester before retirement. The Chair will report the request to the tenured faculty, who will vote by secret ballot on the request. The faculty vote will decide the matter, with a simple majority carrying the recommendation. The Chair will forward the recommendation to the Dean of Arts & Sciences.
The German Summer School of New Mexico, organized by the University of New Mexico and conducted in consortium with California State University Long Beach, is a 4.5-week total immersion program in German. The program is designed to serve several different student groups to achieve academic, professional, and intellectual goals, and contributes to the implementation of UNM’s goals and priorities.

The mission of the summer school is to help three major target groups to pursue these goals: intermediate to advanced undergraduate majors in German Studies, graduate students in the German Studies M.A. program, and secondary school teachers of German. Students attending the full program earn 6-7 credit hours on the undergraduate level, all of which count towards the undergraduate major and minor, or the M.A. degree. This allows students to complete the major requirements for a degree in German in a timely manner and results in higher retention and graduation rates.

Faculty from all over the U.S. and Europe offer classes in the culture and literature of German-speaking countries and teacher training workshops. Most of the topics courses and seminars expand the on-campus course offerings by addressing subjects not taught on main campus, as e.g. classes on Austrian and Swiss literature and culture, historical linguistics, pre-18th century German literature and culture.

At the end of the program, students have the chance to take the German national language exam which grants entry to major universities in German-speaking countries. We are the only program in the region to offer these exams.

In addition, graduate students can earn a M.A. degree in German Studies by attending 4-6 summer sessions. High School teachers in particular have been taking advantage of this opportunity to obtain a graduate degree while maintaining full employment.

We are also serving the wider New Mexico community by helping intermediate and advanced speakers of all ages and backgrounds to achieve near-native fluency at the program. Every year 4-5 non-traditional students attend the program.

more specific description below:

CURRICULUM

The general curriculum was designed to accommodate three target groups of students. The specific curriculum for each year is planned according to their needs and goals.

• morning: language component: every student takes a 2 credit hours language course
• mid-morning: central lecture Series Der Grundkurs immediately after the language course on a thematic focus that changes yearly, modeled after a typical lecture course at a German university, lectures by summer school faculty and guests; every student has to attend this course, the course guarantees cohesion of the program and student group
2014 topic: “Europe – Dream and Reality”
• afternoon: seminars: for intermediate undergraduate students: 1 two credit hours course on culture and 1 two credit hours course on literature; these two classes correspond to the requirements of the UNM major in German (Introduction to Literature GRMN 307 and
Introduction to Culture GRMN 308; for advanced undergraduates and graduate students
six 1 ch courses focusing on subjects that are not taught on-campus
• for High School teachers: Teacher Seminar (for a detailed description see below 3)
• evening: workshops for specialty interests

Faculty is drawn from “supplier universities” (i.e. universities that send students) and from overseas, Austria and Switzerland.

ADVANTAGES OF THE PROGRAM FOR UNM:

The major advantage of the German Summer School is that it ensures timely graduation, i.e. fulfillment of the requirements of the major in German. In this sense, we realize one of the priorities of the universities to increase the four-year graduation rate.
In addition, the program is of utmost importance to our program as long since we have only two TT full-time faculty and 1 full-time lecturer teaching in the program. It ensures the high quality of our undergraduate and M.A. program.

1) UNDERGRADUATE STUDENTS:
1a) The program enables undergraduate German majors from UNM and other universities to choose from a broad variety of courses and faculty. Students can earn 6-7 credit hours for the requirements of the German major and minor in one summer.

1b) The program makes it possible for students with no prior knowledge of German upon entering UNM to major in German. The first four semesters of language instruction, German 101 – 202, do not count towards the major in German at UNM. This means a student can only start taking courses that count towards the major during her third year. This poses a time problem since many of our students earn double majors and attempt to complete their studies within four years. By attending the German Summer School, a student can earn one fourth (6 credit hours) of the required credit hours for a double major in German (24 credit hours) in one summer session.

1c) The program provides excellent preparation for Study Abroad in a German speaking country.
For four weeks students speak German only. The central lecture series: The Grundkurs (lecture series by faculty at the GSS and guest lecturers) is modeled after a typical lecture course at German universities.

1d) Students who do not major in German but have an active interest in the language and culture can expand their knowledge outside regular fall and spring semesters (when they are not able to take German classes because of other course and core requirements)

II. Programs
2) GRADUATE STUDENTS:
The German M.A. program has two sets of graduate students: “on-campus students”, i.e. students who complete the majority of their course work during the regular fall and spring semesters on campus and “summer school students”, i.e. students who complete their entire M.A. degree in four to five sessions at the German Summer School.  
2a) The Summer School is indispensable for on-campus graduate students since it offers a variety of courses that we cannot offer on campus, in the 2014 program we will offer e.g. a seminar on Austrian literature, and a seminar on the precursors to Dadaism. None of the UNM on-campus German faculty is specialized in these areas.  
2b) The Summer School offers a composition and stylistics course which graduate students may take to improve their language skills. We do not offer such a course in German on campus. 
2c) The Teacher Seminar offers both on-campus and summer school M.A. students the opportunity to improve their teaching skills further. This is especially important for on-campus graduate students who are also TAs during the fall and the spring.  
2d) For summer school graduate students: intensive cooperation with faculty for all four to five sessions. The curriculum is designed to keep the summer M.A. program in step with the main campus FLL M.A. programs. 

3) SECONDARY SCHOOL TEACHERS OF GERMAN 
The Teacher Seminar consists of 3 one credit hour seminars and the second half of the basic lecture series. These courses address specific questions/problems in foreign language teaching methodology and analyze aspects of German culture and how these can be taught in the foreign language classroom.  
3a) Methodology courses enhance teaching skills.  
3b) “German only” environment improves language skills which also affects teaching skills.  
3c) The central lecture series exposes teachers to new and different aspects of German culture.

Several High School teachers who attended the Teacher Seminar decided to pursue a M.A. degree in German Studies at the German Summer School.

4) GENERAL ADVANTAGES  
4a) The German Summer School is the only program in the Southwest that offers all levels of the Goethe Institute German national language exams to participants at the end of the program. Successful completion of one of these exams admits students to German universities.    
4b) The total immersion approach lets students learn in the target language about German culture, history, politics, arts, geology, music, dancing, sports etc. outside the classroom as well.  
4c) The German Summer School serves the needs of the wider New Mexico community as well. Every year 4-5 non-traditional students attend the summer school as well.
Our broad curriculum consists of undergraduate and graduate courses, as well as workshops on many aspects of German language and culture. Participants may focus on literature, culture, history, politics, or visual arts. Students choose courses appropriate to their level and interest, from third-year language classes to graduate seminars. In addition, we offer a lecture series with changing themes that emulates study at a German university.

The 2014 lectures center on *Europa: Traum und Wirklichkeit*. Our curriculum is further complemented by evening presentations and lectures featuring our visiting scholars, author-in-residence, and guest lecturers.

Teacher Training Seminars: Our two-week seminars are of interest to anybody currently teaching German or preparing for a teaching career in German. They offer hands-on advice to teachers at all levels who want to earn advanced credits, increase their oral proficiency, and enhance their overall teaching efficiency. Teachers may attend the whole session or just the second half from **July 9-25, 2014**.

Language Proficiency Certification: Administered by the Goethe-Institut, these exams satisfy admission requirements of various German universities. Depending on their level, participants can take the *Goethe-Zertifikat B1* (basic level), the *Goethe-Zertifikat B2* (basic intermediate level), the *Goethe-Zertifikat C1* (intermediate advanced level), or the *Goethe-Zertifikat C2* (advanced level).

Master of Arts in German Studies: In conjunction with UNM students can earn a Master of Arts degree in German Studies. The requirements for the Master of Arts consist of four to five summer school sessions, or one to three summer school sessions in combination with course work taken on the main campus.

Extra-curricular Activities: To complement the learning experience, students can hike the Wheeler Peak trail (13,000'); explore the Rio Grande River, visit Taos Pueblo, stroll through art galleries, visit the Santa Fe Opera—Ludwig van Beethoven Fidelio, attend concerts of the Taos School of Music, or just play volleyball.

A traditional *Frühschoppen* marks the transition to the second half of the program, the end of the program is celebrated with a *Talenteabend*, a fun-filled evening of student skits and performances.

II. Programs
Who May Attend?

Students and other individuals of all ages and academic backgrounds who have completed three semesters of college-level German or the equivalent are invited to attend. For example:

- Students who want to earn academic credits towards the Bachelor of Arts or the Master of Arts in German Studies.
- Students or other individuals who want to prepare for an extensive stay in a German-speaking country.
- High school teachers (experienced, beginning, or prospective) who want to earn advanced credit towards the Master of Arts and enhance their professional skills.
- Anybody interested in enhancing or refreshing their knowledge of the German language and culture.

Courses range from the intermediate third year level to advanced graduate seminars.

More important than any specific academic background or linguistic expertise is a wholesome dedication to participate fully and actively in the total immersion learning process.

During the entire 4½-week stay, all participants pledge to speak ONLY GERMAN, both inside and outside the classroom. Students often gain near-native fluency or advance an entire level.

CLOSE TO TAOS AND SANTA FE, Taos Ski Valley has the charm of a secluded Alpine village, allowing students to participate fully in a GERMAN-SPEAKING ENVIRONMENT.

The school is located in Taos Ski Valley, a picturesque village nestled in the Sangre de Christo Mountains.

Die Lehrenden

KATRIN SCHÖTTER
Director
University of New Mexico

JEFFREY J. HIGH
Resident Director
California State University, Long Beach

NELE HEMPEL-LAMER
California State University, Long Beach

PETER PABISCH
University of New Mexico

JASON WILBY
University of New Mexico

HANS WINKLER
Berlin, Deutschland

JOSEF WINKLER
Klagenfurt, Österreich

Lehrassistentinnen

Adéline Bauder, CSULB
Cathy Gamble, UNM
Margaret Govers, UNM
Rebecca Stewart, CSULB

GESAMTTHEMA: Europa: Traum und Wirklichkeit

Sprachkurse (credit hours)

- Sprachkursen, Gambler/Gover/O'Keefe (2)
- Sprachkursen, Bauder/Alexander (2)

Der Grundkurs

- Europa: Traum und Wirklichkeit; High/Scholar (2)

Werkstaten und andere Kurse

- Zeitung, „Der Zauberberg“, Bauder/Gambler (1)
- Ausflüge, „Sprachkurse“, Gambler/O’Keefe (2)
- Seminare, „Europa: Traum und Wirklichkeit“, Bauder/Alexander (1)

Credit Load: Earn up to 7 undergraduate or graduate semester credit hours granted through UNM. Students can arrange for transfer credits with their home institutions.

Scholarships: Scholarship aid is available to alleviate the program cost. Applications are considered in order of receipt; priority given to those received by April 15, 2014. Applicants seeking financial aid must complete the confidential financial aid form.

Curriculum: After individualized language instruction, all students and instructors come together in the late morning for the Grundkurs lecture, with seminars and mini-seminars following in the afternoon. Workshops are offered in the evening. Most courses are available for either undergraduate or graduate study. Students may choose the CR/NC or audit option. Wednesdays and Sundays are free for excursions and other leisure activities.

What does it cost?*

<table>
<thead>
<tr>
<th>Credit Hours</th>
<th>Undergraduate Students (31 Days)</th>
<th>Graduate Students (31 Days)</th>
<th>Teacher Training Seminar (31 Days)</th>
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<tr>
<td></td>
<td>$1,565</td>
<td>$1,565</td>
<td>$808</td>
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<tr>
<td></td>
<td>$2,462</td>
<td>$2,562</td>
<td>$1,331</td>
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<td>TOTAL</td>
<td>$4,027</td>
<td>$4,127</td>
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</tbody>
</table>

* Estimated costs (subject to change)

- 31 Day programs vary depending on choice of accommodation. Cost for double accommodation is $1,565
- 6-7 undergraduate or 6 graduate credits plus fees
- The Teacher Training Seminar is 3 credits plus fees

Application deadline for admittance: May 31, 2014.

Partial scholarships: Priority is given to applications received by APRIL 15, 2014.

All program and faculty announcements are subject to change and contingent upon funding.

Important Web Sites:

- German Summer School: http://germansummerschool.unm.edu
- Language Proficiency Certification: www.gralsfr.de
- POWderHorn Suites & Condominiums: http://www.taospowderhorn.com
- Sierra del Sol Condominiums: www.siierrass.com
- Taos Ski Valley: www.skitaos.org
- Taos Ski Valley: www.taosskivalley.com

Information / Application Materials Request Form

I am interested in the:

- Regular Summer School Session
- Master of Arts Program
- Teacher Seminar

I am a:

- High School Student
- Undergraduate Student
- Graduate Student
- Teacher
- Other

UNM is an EDI / AA institution. Information in this brochure is available in alternate formats on request. Application materials are also available for download from our website.
Die Deutsche Sommerschule von New Mexico in Taos Ski Valley

Deutschland, Österreich, die Schweiz, ...

Der 39. Jahrgang


UNM Department of Foreign Languages & Literatures
CSULB Department of Romance, German, Russian Languages & Literatures

Max Kade Foundation, Inc.
The German Summer School of New Mexico is an academic program of the Department of Foreign Languages & Literatures at the University of New Mexico and was founded by German professors Peter Pabisch and George F. Peters in 1975.

Long time supporters have been the University of New Mexico; the Max Kade Foundation; Rio Grande Games; the Austrian Cultural Forum New York; the Ernest H. Blake and Taos Ski Valley Inc.; the Village of Taos Ski Valley; Peter and Pat Pabisch; Gamble Corp.; Bob Guarnieri; the German Consulate General Houston; and last but not least, Elisabeth Brownell and the Thunderbird Lodge.

**Summer address:**
German Summer School  
c/o Sierra del Sol Condominiums  
P.O. Box 84  
Taos Ski Valley, NM 87525

**Campus address:**  
THE UNIVERSITY OF NEW MEXICO  
Department of Foreign Languages & Literatures  
German Summer School  
Ortega Hall 347A, MSC03 2080  
Albuquerque, NM 87131-1146  
tel: (505)277-7367  
fax: (505)277-9138  
e-mail: schule@unm.edu  
web: http://germansummerschool.unm.edu/

**UNM Director 2014:**  
Katrin Schröter  
Associate Professor of German and Media Arts  
University of New Mexico

**Resident Director 2014:**  
Jeffrey High  
Professor of German  
California State University Long Beach

**Programmkoordination:**  
Elvine Bologa  
University of New Mexico

Printed in May 2014
SONDERVERANSTALTUNGEN

◊ Abendvorträge und -gespräche
◊ Autofahrten nach Taos und in die Umgebung
◊ Wanderungen in die Bergwelt von Taos Ski Valley
◊ Geologische Exkursion
◊ Botanische Wanderung
◊ Filmabende, Musikabende, Chorabende
◊ Volleyballturnier
◊ Besuch der Santa Fe Opera am Samstag, d. 12. Juli:

Ludwig van Beethoven: “Fidelio”
◊ Kostümfest
◊ der Frühschoppen am Sonntag, d. 13. Juli
und noch vieles mehr. . . .

Einzelheiten werden in Taos bekanntgegeben.
INTRODUCTION
Welcome to the 39th session of the Deutsche SommerSchule! We have tried to anticipate your questions about the academic program and the general living arrangements at the school. If you still have questions after reading this brochure, please do not hesitate to contact us. You can find our contact information on the inside of the front cover.

A note on GERMAN ONLY
Although much of this material is in English, from the time you arrive in Taos Ski Valley until the time you leave, you will be speaking, hearing, reading, and writing German only! German is our language of communication, not just in classes, but all the time. It is imperative for your own sake and for the other students that you abide by our German-only principle. The total immersion approach only works if all participants speak German.

We presume you are attending the German Summer School in order to improve your German, and we want to take every opportunity to help you achieve this goal. Faculty, Teaching Assistants, and all other staff members will speak German with you at all times: during classes, meals, on hikes, while playing volleyball, etc. Although only speaking German will help you to become more fluent, you also want to become more correct in your use of the language. This means expanding your vocabulary and learning to avoid common grammatical, structural, and idiomatic mistakes. Do not take offense if faculty members occasionally correct you.

Try to learn new vocabulary! The faculty will gladly teach you the necessary German words to play volleyball, ask a fellow student to dance, and undertake other common activities at the school. We hope you will take advantage of these opportunities to increase your language competence.

ARRIVAL, DEPARTURE, TRANSPORTATION
The Summer School officially begins at 5:00 pm on Tuesday, June 24.
Check-in time starts at 2 pm on Tuesday, June 24. You should plan to arrive early enough to have time to move into your room.
For those arriving in private cars, a map showing the location of Taos Ski Valley is on page 23. Note that the Ski Valley lies about 18 miles northeast of Taos. Take State Highway 150. Note that the Ski Valley lies about 18 miles northeast of Taos. Take State Highway NM 150, Ski Valley Rd. and proceed 15 miles to the entrance of Taos Ski Valley. Drive though the Ski Valley parking lot to the top of the lot. (see large directional sign). Bear to the right onto Thunderbird Road, continue straight to the STOP sign and you will see the Sierra del Sol in front of you on the right. The office is the first unit on the right with the „Sierra del Sol“ sign on the front of the building. For GPS users: enter zip code 87525 and Sierra Del Sol condominiums.

For those flying or taking the train, we have set up a shuttle service from the Albuquerque airport to the hotel. Please schedule your arrival in Albuquerque before 1:00 pm on Tuesday, June 24. Send us your complete travel information on the enclosed confirmation form, indicating whether you need transportation from Albuquerque to Taos Ski Valley. Please include airline & flight number (or train/bus), arrival time, and a telephone number where you can be reached 24 hours before departure, and/or your cell phone number.

All students requiring transportation to the Ski Valley should gather at the carousel #1 in the baggage claim area of the Albuquerque airport no later than 1:00 pm on June 24. If you arrive by bus or train, you will have to take a taxi or the city bus to the airport.

Please be aware that the driver of the

WORKSHOP

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>GRMN 390-001</td>
<td>Zeitung: Der Zauberberg</td>
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<tr>
<td>GRMN 497-001/002/003/004</td>
<td>Undergraduate Independent Study</td>
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<tr>
<td>GRMN 551-001/002/003/004</td>
<td>Graduate Independent Study</td>
<td>1-3 Kredite.</td>
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<tr>
<td>GRMN 599-001/002</td>
<td>Master’s Thesis</td>
<td>1-6 Kredite.</td>
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</tbody>
</table>

INDEPENDENT STUDY AND THESIS

course reference number: 16498
van is not able to handle your bags due to airport security regulations. 

*We cannot arrange transportation for students arriving in Albuquerque after 1:00 pm on June 24.*

Twin Hearts Express offers direct bus service from the Albuquerque airport to Taos Ski Valley. A one-way ticket currently costs $65. The trip takes approximately 3 hours.

For further information and reservations call (575) 751-1201 or 1-800-654-9456.

*All students who attend the second half of the program and need transportation/shuttle service to Taos Ski Valley* must plan to arrive at the Albuquerque airport/baggage claim no later than 2:00 pm on Wednesday, July 09. If you have your own transportation, plan to arrive in the Ski Valley no later than 5:00 pm that day.

**DEPARTURE:**

The School officially closes after breakfast on Friday, July 25. Please note: To receive full credit for Summer School course work, you must remain in residence until the official closing of the school. Students leaving early are not guaranteed credit for their courses.

Remember, the trip from Taos Ski Valley to Albuquerque takes around 3 hours. Please book your return flight for departure from Albuquerque on July 25 in the AFTERNOON.

**THE HOTELS AND TAOS SKI VALLEY**

**Rooms and Roommates**

The Ernie Blake Ski Valley building is the center of most school activities. Most students will live in the Powderhorn Suites & Condominiums, and all meals are served in Rhoda’s Restaurant. Some students may live in other housing, just a short walk away.

On the enclosed confirmation form you may indicate any specific housing preferences you may have, including a specific roommate, if you have one in mind. We will do our best to meet your request, but for logistical reasons we cannot guarantee it.

Blankets, linen, and towels are supplied. You are responsible to keep your room clean andleave the room in the same condition as you found it upon arrival.

**Water in the Ski Valley is a very precious commodity. Please help to assure that the Summer School can continue to come to Taos Ski Valley by helping to conserve water.**

**Laundry:** The hotels are equipped with coin-operated washers and dryers. Laundry can also be done in Taos.

**Room Damage**

If there is any damage or breakage, *room occupants will be billed for repairs.* The most serious problems in the past have been food, drink, and ink stains on carpets and bedspreads. Please remember that we are guests and treat your room with care.

If you need additional items or repairs in your room, please talk to someone at the hotel’s reception desk.

**Meals and Special Diets**

All meals are prepared “family-style” and it will not be possible to prepare meals individually. Every effort will be made to accommodate reasonable requests if these are
known to us in advance. Please use the enclosed confirmation form to indicate your special needs. Please note: We cannot supply vegetarian or special dietary meals on an occasional basis. Since food is ordered and meals are planned well in advance, last-minute adjustments are not possible.

Your room and board fee covers three meals a day. No refunds are given for meals not taken. Please help to make our chef’s job easier (and help us to avoid wasting food) by indicating on the sign-out sheet if you will be absent for lunch or dinner. Also, please be prompt for meals.

Please do not take dishes, glasses, coffee cups, etc. outside the dining room.

Computers

The hotels are equipped with wireless internet access in the public rooms and most private rooms. You are encouraged to bring your own laptop. In addition, a small computer lab (without internet access) with a printer will be available for all students and faculty to use.

Mail, Telephones, Cell Phones, and Shopping

Mailing address:
See inside front cover.

Post Office and Shopping: The Ski Valley has a post office, but only limited shopping facilities.

Telephones: Every hotel room is equipped with a telephone. For outgoing calls, you will need to use a calling card. Incoming calls will be forwarded to your room around the clock. If you are not there, messages can be left on your room phone.

Cell Phones: Most cell phone companies provide service in Taos Ski Valley.

What to Bring

Informal clothing. The only events that call for festive attire are the closing dinner and the visit to the Santa Fe Opera. Bring some warm clothes, sturdy hiking shoes, and rain gear.

Recreational equipment. Volleyball and hiking are organized by the Summer School. You may want to bring your own equipment for the above and/or for other sports.

Musical instruments. Music plays an important role at the Summer School; in the past we have had classical, rock, and jazz performances. Please bring your instrument as well as your favorite music (MP3, CD) for dancing.

Money. The room and board fee covers all meals and lodging for the duration of the school. Picnic lunches are prepared for excursion days. Tuition and fees do NOT cover textbook expenses, the Goethe-Institut exam fee, or the Opera ticket; be prepared to pay up to $250 for these. In addition, you should bring money for personal expenses. There is an ATM machine in Taos Ski Valley. Please note that neither the Summer School nor the hotels are in the position to cash personal checks.

GRMN 485-003* Jenseits der Heimat – deutschsprachige Roadmovies
Schröter. 1 Kredit. Kursdauer: 2,25 Wochen. Mo/Di/Fr/Sa 15.15 – 16.55 Uhr

Roadmovies gelten als das amerikanische Genre schlechthin. In diesem Kurs werden wir anhand einer Reihe von deutschen Roadmovies untersuchen, wie sowohl genretypische Topoi als auch visuelle Strukturen moduliert werden, wenn das Genre in einen anderen nationalen Kontext transponiert wird. Spezifische Fragen werden u.a. sein, wie die für das Genre charakteristische Sehnsucht nach Ferne und Freiheit und das Ausbrechen aus normierten Verhältnissen in einer anderen nationalen Filmkultur ausgedrückt werden, und wodurch die mythologisierte Landschaft des Westens der USA und die Dekonstruktion des American Dream ersetzt wird.

Kursteile: Kopierpaket

* Dieser Kurs kann auch als GRMN 585-003 belegt werden.

course reference number: 11210 (485-003) bzw. 11229 (585-003)

GRMN 485-004 Autorenseminar: Schreiben in Schlaglichtern

Die Autorin baut eine Bühne auf, sie richtet einen Scheinwerfer auf die Szene. Was bleibt im Dunkeln? Was steht in einem Text, was wird weggelassen? Was ist von Bedeutung, wo sagt die Leerstelle mehr? Anhand von Textbeispielen wird die Funktion von Auslassungen diskutiert: Einerseits das Schreiben als Abbild der Struktur von Gedanken und Erinnerung im Roman „Chucks“, andererseits das Beleuchten kurzer Lebensausschnitte von Figuren in der klassischen Kurzgeschichte.

Kursteile:
• Travnicek, Cornelia. „Chucks“, DVA, 2012.
• Travnicek, Cornelia. “Fütter mich”, Skarabäus Verlag 2009
• Kopien
course reference number: 21170
SEMINARE FÜR FORTGESCHRITTENE UND GRADUATE STUDENTEN


Kurstext: Kopierpaket
* Dieser Kurs kann auch als GRMN 585-001 belegt werden.
course reference number: 21125 (485-001) bzw. 21129 (585-001)

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GRMN 485-002* Wege zur Einheit – Deutschland und Europa
Hempel-Lamer. 1 Kredit. Kursdauer: 2,25 Wochen. Mo/Di/Do/Fr/Sa 17.00-18.00 Uhr + 120 Min.

In diesem Kurs werden wir uns mit der Rolle Deutschlands in Europa beschäftigen. Es geht hier sowohl um einen historischen Überblick über die Entwicklung Deutschlands von 1945 bis heute als auch um das Thema Grenzen: Eingrenzungen, Ausgrenzungen und den Nationalgedanken allgemein. Als Kursmaterial dienen Texte unterschiedlicher Genres (Kurzgeschichten, Zeitungen, Essays, Zeitungsberichte, etc.) sowie Dokumentationen und Beispiele aus Kunst und Musik. Auch die Berichterstattung zum Fußball-Weltmeisterschaft 2014, die während der Sommerschule in Taos stattfindet, wird eine Rolle in den Kursdiskussionen spielen!
Kurstext: Kopierpaket
* Dieser Kurs kann auch als GRMN 585-002 belegt werden.
course reference number: 21126 (485-002) bzw. 21127 (585-002)

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Taos Ski Valley
Taos Ski Valley lies at an altitude of ~9,000 feet. You will undoubtedly feel the altitude at first if you are unaccustomed to it, and may even experience a mild form of altitude sickness. The best remedy is to take it easy at first: try to get plenty of sleep and drink lots of water. Please make sure to bring a water bottle.
As for the weather, expect very cool nights and warm (but not humid) days. Afternoon thunder showers are common.

Insurance and Health Care
You must be covered by health and accident insurance during your stay. Students who do not have insurance from home or school may purchase student insurance through the University of New Mexico.

For further information and application visit: http://shac.unm.edu/shi.html
First aid care is available in the Ski Valley, as well as emergency vehicles for transportation to the hospital in Taos. Please use the enclosed confirmation form to advise us if you have any health conditions which might require special attention.

Please remember that our school is situated in high mountainous terrain. As beautiful as the surroundings are, they can also be very dangerous. Thunderstorms frequently develop without warning; some of the trails are treacherous; and of course, it is possible to get lost in the mountains.

Never hike alone! Take adequate clothing, plenty of water, and sunscreen with you when you hike.

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Sign-Out Sheet
Please be sure to sign out if you leave for a longer period of time, such as on a hike or a trip to Taos. The German Summer School will not take responsibility for injuries suffered during activities not organized or sponsored by the School.

Guests
We regret that due to space limitations and in the interest of maintaining our German-only atmosphere, private guests cannot be accommodated at the Summer School.
ADMISSIONS, REGISTRATION, PAYMENT

Admission:
Regular UNM students (including graduate students officially enrolled in UNM’s M.A. Program) and students who attended the German Summer School last summer (2013) may skip to the next part (Registration). All other students, including California State University Long Beach students, must submit the online non-degree application form. Your non-degree application is necessary to create an account in the UNM computer system. With this account you can register for classes and pay for tuition, fees, and room and board.

Please complete the non-degree application form here:
http://www.unm.edu/apply/

Instructions:
1. Please use the Non-Degree Application link to the right of the website, create an account, and start your application.
2. Select “Albuquerque Non-Degree” as application type and “Summer 2014” as active term, and fill out all required information.
3. Submit your application, and ignore the payment procedure, because the non-degree application fee has been waived for the German Summer School students.
4. Send an email to schule@unm.edu after your online non-degree application has been submitted.

All students must create a Net ID and password in order to verify their registration, monitor their account balance, and pay for fees due:
Once your non-degree application has been processed by the UNM Admissions Office, you will be able to CREATE A UNM NetID AND PASSWORD. The NetID will give you access to various systems at UNM (e.g. for registration and payment). To create a NetID, go to http://netid.unm.edu and follow the instructions. You will not be able to create your NetID until Admissions Office has set you up in the database via the non-degree application.

Returning students: If you have been at the German Summer School before and do not remember your NetID, please call IT Customer Support Services at 505-277-5757. If you remember your NetID but not your password, please go to http://netid.unm.edu and follow the instructions there.

Registration:
Registration for classes will take place at the Summer School after placement evaluation, course introductions, and advisement on Wednesday, June 25 (July 10 for second half students). This will ensure that you are placed in the proper courses. We recommend that you do not sign up for classes until after advisement. If you have to register for classes before then, please contact the German Summer School office at schule@unm.edu or 505-277-7367.

California State University Long Beach students will sign up for classes and pay tuition through CSULB. Room and board charges and fees will be paid through UNM. Please contact Prof. Jeffrey High for further information.

GRMN 385-004 Der Europagedanke in der Schweiz und in Österreich – eine genussreiche Übersicht
Pabisch. 1 Kredit. Kursdauer: 2,25 Wochen. Mo/Di/Do/Fr/Sa 17.00-18.00 Uhr + 120 Min.

course reference number: 15988

GRMN 385-006 Kaiserschmarrn, Zwentendorf und Österreichs große Töchter – eine Einführung in die österreichische Kultur

Kurstexte: online verfügbares Material und Kopien

course reference number: 24038

II. Programs

Kurtext: Kopierpaket und Internetquellen

How many classes will I sign up for?

Full-time undergraduate students may take six or seven credit hours, graduate students six. Half-time students may take three.

Example:
GRMN 370, 410 or 470 (Sprachkurs, required of all undergrad. students) 2 credits
GRMN 380/481/581 (Grundkurs, required of all undergrad. students) 2 credits
Two mini-seminars or one full-time seminar 2 credits
One mini-seminar or workshop 1 credit

How can I monitor and verify my registration?

1) Login to http://my.unm.edu using your NetID and Password
2) Click on the “Student Life” tab
3) Click on the red “LoboWeb” link in the middle of the page
4) From the “Student Menu”, choose “Registration & Records”
5) Under “Student Schedule” choose “Concise Student Schedule”
6) From the “Select a Term” drop down option, select “Summer 2014”; submit

The page will display the courses for which you are registered at UNM.

Payment:

The payment deadline for German Summer School students is **July 11, 2014**. We encourage you to pay before this date since you will not be able to continue your studies at the German Summer School if you will miss the deadline. In addition, late fees will be applied to your student account after the deadline. The payment deadline for second-half students is **JULY 15, 2014**.

If you decide not to attend, you will have to drop your classes by the end of the first week of the Summer School in order to receive a tuition refund. No refunds or credits for tuition will be issued after this deadline.

To find out what you owe, you can access the **UNM Account Suite** online or you can call UNM’s Bursar’s Office at (505) 277-5363 (choose option #1).

The **UNM Account Suite** allows you to **view your bill online** and make **automatic payments**, using your **bank account or credit card (MasterCard/Visa only)**, and set up authorized users to make payments to your account.

**HOW TO ACCESS THE UNM ACCOUNT SUITE:**

1) Log in to http://my.unm.edu using your UNM NetID and password
2) Click on the “Student Life” tab, then click on the red “LoboWeb” link
3) From the “Student Menu”, select and click on “Make Payments…”
4) On the next page, click the “UNM Account Suite” button.

For detailed instructions on how to use the UNM Account Suite go to: http://fastinfo.unm.edu/ufile/fi26.pdf
Your total payment due consists of tuition, fees, and room & board charges, minus applicable scholarship money. Not all of these charges/credits may appear on your account at once, in which case you can either wait and pay the total once all charges/credits show on your account, or pay only the current charges and check back later to pay the remainder.

If you prefer to pay by check, please make the check payable to the "University of New Mexico" and write YOUR SOCIAL SECURITY NUMBER or nine digit UNM ID NUMBER ON THE CHECK!!! If you don’t, the cashier will not know whose account to credit.

Send your check to: The University of New Mexico, Cashier’s Office, MSC01-1310, 1 University of New Mexico, Albuquerque, NM 87131-0001.

### SCHEDULE OF FEES

<table>
<thead>
<tr>
<th></th>
<th>F/T Undergraduate</th>
<th>F/T Graduate</th>
<th>Lehrerseminar</th>
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</thead>
<tbody>
<tr>
<td>Room and board*</td>
<td>$1,648.47</td>
<td>$1,648.47</td>
<td>$850.82</td>
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<tr>
<td>Tuition**</td>
<td>$1,612.14</td>
<td>$1,769.94</td>
<td>$884.97</td>
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<tr>
<td>Administrative fees</td>
<td>$750.00</td>
<td>$750.00</td>
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<tr>
<td><strong>TOTAL:</strong></td>
<td>$4,010.61</td>
<td>$4,168.41</td>
<td>$2,160.79</td>
</tr>
</tbody>
</table>

* based on double occupancy

**based on 6-7 credit hours for full-time students and 3 credit hours for half-time students.

Your payment due will equal this amount MINUS the $350 application fee.

The scholarship money awarded to you will be posted to your student account after the school starts and you are registered for classes.

You have the opportunity to request a **single room.** The number of available single rooms is limited. If you choose a single room your total cost will increase by $656.47 (full time) or $338.82 (half time).

For other payments at the Summer School (e.g. books, opera tickets, Goethe exam), be prepared to pay with cash or check.

### TRANSFERRING COURSE CREDITS FROM THE GERMAN SUMMER SCHOOL

Your course credits from the German Summer School will NOT automatically transfer to your record at your home institution (unless you are a UNM student). If you want to transfer credits check with your department and/or the registrar’s office at your school, to see what their requirements are. In order to request your **official transcript from UNM,** please go to [http://registrar.unm.edu/Transcripts/request-online.html](http://registrar.unm.edu/Transcripts/request-online.html) and follow the instructions.

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**GRMN 385-002 Legal/Illegal: Kulturgeschichte (Vollzeit)**

Winkler/Wilby.

Kursdauer: 4,5 Wochen.


**course reference number: 11200**

#### Teil 1 (1. Hälfte) Winkler „Legal – Illegal“


**Kurstext:** Kopierpaket

#### Teil 2 (2. Hälfte) Wilby


**Kurstext:** Kopierpaket
GRMN 470-001 Stilistik


Kurstext: Linda Fromme & Julia Guess, Fit fürs Goethe-Zertifikat C2 (Hueber 2012)
course reference number: 11206

DER GRUNDKURS

GRMN 380/481-001* Europa - Traum und Wirklichkeit
High, Schröter & SprachlehrerInnen. 2 Kredite. (1 Kredit für 2. Hälfte). Kursdauer: 4,5 Wochen. Mo/Di/Do/Fr/Sa 10.15 – 11.45 Uhr

Die zentrale Vorlesungsreihe der Sommerschule (Vorträge, Rundgespräche und Diskussionen) zur Thematik der diesjährigen Sommerschule. 10 schriftliche Arbeiten zu ausgewählten Themen der Vorträge.

*Dieser Kurs kann auch als GRMN 581-001 belegt werden.
course reference number: 19077 (380-001); 11207 (481-001); 11225 (581-001)

SEMINARE FÜR MÄßIG FORTGESCHRITTENE

GRMN 385-001 Einführung in die deutsche Literaturgeschichte (Vollzeit)
Hempel-Lamer/High. 1 Kredit (pro Hälfte) oder 2 Kredite für beide Teile. Kursdauer: 4,5 Wochen. Mo/Di/Do/Fr 13.30-15.00 Uhr

Anhand kürzerer Texte (Essays, Gedichte, Erzählungen, Lieder) bekommen StudentInnen einen Überblick über die deutschsprachige Kulturgeschichte. Insbesondere werden Texte berücksichtigt, die kulturhistorische Wendepunkte im deutschsprachigen Raum besonders plastisch darstellen: vom Christentum zum Christentum über die Kreuzzüge, Reformation, Absolutismus, Restauration und Vormärz bis zum Kaiserreich. Es wird erwartet, dass die StudentInnen ihr Verständnis der Texte in Diskussionen und Klassenaktivitäten demonstrieren, die so gestaltet sind, dass Sprachfähigkeiten dem Thema und Klassenniveau entsprechend entwickelt werden.

Kurstext: Kopierpaket.
course reference number: 11201

M.A. STUDENTS

Students interested in pursuing the M.A. degree in German Studies through the German Summer School are allowed to participate in non-degree status for one session only, since no more than six credit hours earned in non-degree status are applicable toward the M.A. Usually it takes four to five summer sessions to complete all requirements for the M.A. The maximum time to degree completion is seven summers.

Once you decide to pursue the M.A. through the German Summer School you will have to apply for admission to the Graduate Program. In order to apply go to the Department of UNM’s Foreign Languages & Literatures website and follow the directions there:

http://fll.unm.edu/graduate/apply.php

PLEASE NOTE: Your application, application fee, transcripts, and any other required documents (letter of intent, writing sample in German, three letters of recommendation) will be submitted online to UNM’s Admissions Office.

The deadline for admission to the M.A. program for the summer of 2014 is May 10, 2014. ALL application material must be received by this date. M.A. Students who have missed one summer will have to reapply by May 10, 2014.

You are responsible for knowing and abiding by the general rules and regulations pertaining to graduate study at the University of New Mexico, as well as your degree program’s specific academic requirements. You are also expected to be aware of your academic standing at all times.

You also need to consult the Graduate Student Manual of UNM’s Department of Foreign Languages & Literatures. To access it online, go to http://fll.unm.edu/graduate/manual.php.

Another helpful site is http://grad.unm.edu/. Here you can find a quick review of all the steps necessary to fulfill the requirements for the graduate degree.
Classes are held five days a week: Monday, Tuesday, Thursday, Friday, and Saturday. Meeting times are listed under the individual course descriptions. 

**WEDNESDAYS** are reserved for special excursions and activities. **SUNDAYS** are entirely free for studying and individual activities, but extracurricular programs will be offered most of the time; check the *Tagesplan* posted each day in the lecture hall.

A variety of evening programs are planned: films, lectures, discussions, concerts, parties, etc. Attendance at these events is not mandatory. You may also wish to use the evening hours for relaxing or studying.

Most advanced undergraduate courses are also offered as graduate courses (see the *). 500-level courses are for graduate students only; undergraduates may not enroll in these courses without the instructor’s permission. Meeting rooms will be announced.

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**FACULTY**

**Full Session (June 24 - July 25)**

Jeffrey High  
California State University  
Long Beach

Katrin Schröter  
University of New Mexico  
Albuquerque

**Teaching Assistants**

Adeline Bauder  
California State University  
Long Beach

Cathy Gamble  
University of New Mexico  
Albuquerque

Margaret Govoni  
University of New Mexico  
Albuquerque

Rebecca Stewart  
California State University  
Long Beach

**First Half (June 24 - July 09)**

Nele Hempel-Lamer  
California State University  
Long Beach

Hans Winkler  
Berlin, Deutschland

**Second Half (July 09 - July 25)**

Peter Pabisch  
University of New Mexico  
Albuquerque

Cornelia Travnicek  
Wien, Österreich

Jason Wilby  
University of New Mexico  
Albuquerque

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**CURRICULUM**

The **Sprachkurs** (GRMN 370, 410 or 470) and **Grundkurs** (GRMN380/481/581) are required of all undergraduate students - see below for more details on each course. We recommend that graduate students take a *Sprachkurs* and the *Grundkurs* as well. M.A. students may not take the *Grundkurs* more than once for credit.

Students will be placed in language courses at the appropriate level, based on the placement evaluation.

Advanced graduate students do not have to take a *Sprachkurs*, but all students will have the opportunity to take a Goethe-Institut language exam at the conclusion of the session: *Goethe-Zertifikat B1: Zertifikat Deutsch*, *Goethe-Zertifikat B2*, *Goethe-Zertifikat C1*, *Goethe-Zertifikat C2: Großes Deutches Sprachdiplom*.

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**SPRACHKURSE**

**GRMN 370-001**  
*Aufsatzübungen und Konversation für mäßig Fortgeschrittene*  
*Kurstitex: Optimal B1. Lehrwerk für Deutsch als Fremdsprache.*  
*course reference number: 11199*

**GRMN 370-002**  
*Aufsatzübungen und Konversation für mäßig Fortgeschrittene*  
*course reference number: 21168*

**GRMN 410-001**  
*Aufsatzübungen und Konversation für Fortgeschrittene*  
*course reference number: 11205*
This is a résumé of the French Summer Abroad Trip, a brief accounting of the budget, and a look toward the future. This memorandum is intended as an introduction to the program and is not meant to be a thorough report of all organizational details.

Trip résumé

Purpose

The trip is designed to offer students the opportunity to experience a foreign culture and utilize their language skills in a real life environment over a period of time that allows for a diversity of experiences, but which is not overly demanding of their time or money (i.e., less so than a semester or year abroad program). The degree to which these goals are accomplished is somewhat dependent on the individual student as each student has the flexibility to choose whether to stay with a host family or not, how much to converse and interact with French people and enjoy French media, and whether to do a supplemental research paper. The vast majority of students who participate are beginning level students, and the program is designed to address their needs and goals. Students receive one credit hour for going on the trip and an additional one to two credit hours if they choose to do a research paper by the end of the Summer session (French 385). 1

Over eight trips, an average of 17 students have participated, with a low of 14 and high of 24 students. Participants have been traditional undergrad and grad students as well as non-degree students, but traditional undergrads have predominated (approximately 85%). The trip has always been run by a professor (Steve Bishop). The first two times there was an accompanying teaching assistant, but that position was eliminated to keep costs low for the students.

Itinerary narrative

The trip leaves the day after exam week ends to take advantage of lower plane fares and a Sunday arrival in Paris (when metro and RER lines are less crowded). The group remains in Paris for four days before proceeding by train to Aix-en-Provence2. Activities in Paris include guided and non-guided tours to monuments, museums, exhibitions, and the attendance of a play. The group stays in a hotel in Paris. In Aix, the group divides between those who stay in the group hotel and those who stay with host families. For the last two trips, after a better host family set-up was negotiated, approximately 80% of students stayed with families, which is the preferred arrangement

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1 The course was originally 3 credits, with classroom activities and assignments in France. The more “classroom-focused” aspect of the course has been shifted, however, for the past five trips to a Spring course on Provençal history culture, language, etc. worth 2 or 3 credits (depending on whether the student does a research paper or not).

2 The group used to also spend four days in Cannes at the Cannes Film Festival, but this practice was discontinued two trips ago to maintain the costs low.
(though 100% would be ideal). The group stays in Aix for the remaining two weeks, with guided and non-guided tours to museums, monuments, exhibitions, and city social gatherings, as well as day trips to Avignon, Marseille, Arles, Rognes, and Cassis. There are also two free days in Aix, which most students utilize to visit another city (often Nîmes, Montpellier, Les Baux, or a return trip to Marseille). The trip ends in Aix, with students either returning to the US from the Marseille airport or continuing on in Europe on their own.

**Budget**

*I only include basic information here, although much more detailed numbers are available*  This is a brief presentation of the revenue and expenses of the 2013 trip, with a couple ancillary comments at the end.

Preexisting balance: $6,741+

Student payments: $31,255+

University support: $3,243+

Expenses: $33,349-

Ending balance: $7,890 =

***Comments***

For the second trip in a row, significant cuts to expenses presented themselves to the group during the trip (free admittance day to two museums, new low fare program for student bus travel, cheaper new restaurants, etc.), which resulted in a pleasantly surprising surplus. The change to student bus travel fares was enormous, saving several thousands of dollars alone since it represents the primary means of intra and intercity travel while the group stays in Aix. This greater efficiency in the administration of the program means that costs will stay the same for the fourth straight trip and probably even diminish in future years as a result of the available surplus and the new efficiencies.

**Future plans**

Over eight trips, almost every single student (only one student has ever expressed complaints) has seemed to enjoy the trip, with many continuing to speak highly of it on campus into the Fall semester (which is great for recruitment). There have never been any serious incidents. The degree to which students enjoy the trip and have few problems

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3 Student fees are currently $1,645, which covers all local transportation, housing, entrance fees, most meals, professor’s plane fare and expenses, and administrative expenses. It does not cover plane fare, credit hour(s), or activities students do on their own.
is surprising considering the overall inexperience of the group in traveling and the wildly divergent personalities present.

The directing professor would like to offer the program again for 2016 after a two year break due to a sabbatical year. Several students have already inquired about the trip after having heard about it from classmates. With many of the details worked out over the years, the trip continues to be both easier and to evolve. For example, this past trip the students took an intensive Provençal cooking class with a local chef, which was both professionally conducted and immensely popular with all the students. As mentioned previously, the host family situation is much improved and should be able to attract and accommodate a higher percentage of the students. There are, however, some issues that should be addressed:

1) Trip costs must remain low as several students back out every year due to insufficient funds. While the actual cost is a bargain for comparable travel, it still remains difficult for many UNM students. As alluded to above, however, it should be possible to lower the cost for the next trip.

2) Consideration should be taken as to whether the group should simply travel on one flight to avoid the hassle for the professor of organizing people at a very hectic airport (Charles de Gaulle). The counterargument is that many students are able to obtain cheaper fares through the use of frequent flyer miles and some students wish to start their trip a couple days earlier to get over jet lag before the class begins.

3) While some students have always stayed on to attend French language schools after the trip concludes, it would be better if a higher percentage did so. Programs are available, both in Aix and other French cities, but issues of expense and time prevent many students from taking advantage of these additional opportunities.

If you have any other questions about the trip I would be happy to respond.
Fr 385: Travels in Provence
MW(F)14h00-14h50
Steve Bishop

One of the fantasy locations people name for a vacation destination or second home is southern France. Why is this region, Provence, so loved and revered? Why not Paris, Normandy, or Denmark for that matter? The main reason is that Provence has its own unique and charming character separate from other countries and even the rest of France. This course investigates the cultural traditions and characteristics particular to Provence, including its history, language, cuisine, literature, music, art, architecture, and other cultural manifestations. The texts include short works and excerpts of history and literature (available on e-reserve), films, and some artwork, music, and food (sorry, no wine). There is also room in the course for a few topics of the students’ choosing.

Students may take the course for either 2 or 3 hours of credit (CR#46099, FREN 385.001 or CR#46100, FREN 385.002 respectively). Students taking the course for 2 hours are expected to participate in discussions, take 2 exams, write 1 paper (2-3 pages), and do a presentation. Students taking the class for 3 hours do the same as well as a research paper of 6-10 pages on an aspect of Provence of their choosing. Note that because the main course is for 2 hrs, it will rarely meet on Fridays.

Students going on the French Summer abroad trip to Paris and Provence are strongly encouraged to take this class as it is an introduction to the region they will visit. However, students in this class are not obliged to go on the Summer trip, nor are students not in this class forbidden from going on the trip. Students can obtain 1-3 additional hours of credit by signing up for Fr 385 in the Summer semester and going on the trip. For more information on the course or the Summer trip, contact Steve Bishop in 323C Ortega or at sbishop@unm.edu.
French Summer abroad trip 2013 application

Name: ____________________________

Banner ID #: _______________________

Date of Birth: ______________________

Passport #: ________________________

Expiration date: ____________________

Mailing address: ____________________

__________________________________________________________________________

__________________________________________________________________________

Telephone: _________________________

Email: ____________________________

Permanent mailing address: _________
(if different)

__________________________________________________________________________

__________________________________________________________________________

Telephone (if different): ____________

__________________________________________________________________________

__________________________________________________________________________

Code of Conduct and Security Concerns:
All participants are expected to abide by the published regulations of the University of New Mexico as well as the laws of France. The Program Director has full discretion to take disciplinary action. I recognize that this program is academic in nature and requires my serious participation as a student.

Signed: __________________________

Date: ____________________________

Send applications and a $400 deposit made out to UNM France by March 4, 2013 to:

French Summer Program
Dept of Foreign Lang & Lit
Ortega Hall Room 229, MSC03 2080
Albuquerque, NM 87131

Foreign Languages & Literatures
French 385.003
Dr. Stephen Bishop

II. Programs
Travel to France
While Earning Class Credit

Travel with us for an enriching educational experience in southern France!
The Department of Foreign Languages & Literatures offer this one to three credit hour course to give you direct contact with the history & culture of Provence.

The Itinerary
The trip includes visits to these exciting places:

Paris
- Cathedral of Notre Dame
- Eiffel Tower
- Rodin Sculpture Garden
- The Louvre
- The Catacombs
- Les Invalides (Napoleon's tomb) & Military Museum
- The Deportation Monument
- Other museums and monuments
- Optional side visits to Giverny & Versailles

Aix-en-Provence
- Cezanne's Studio
- Market tour
- Tapestry Museum
- Roman ruins
- Side trips to Marseille, Avignon, Arles, Rognes wine festival and Cassis
- Provencal cooking class

Your trip leader is Dr. Stephen Bishop, Associate Professor of French. There will be group visits almost every day, but you are encouraged to explore on your own as well.

Travel & Accommodations
You will stay in hotels (normally double occupancy) and/or with families, and take most meals with the group or family. Travel in France will be by bus, metro, and train.

Prerequisites
It is recommended that you take French 385 Travel to Provence in the Spring for 2-3 credits. The course will include discussion of many cultural & historical characteristics of Provence which you will experience first-hand on the trip, but the Spring seminar is not required. Knowledge of French is very beneficial, but not required.

Cost
The cost, including housing, most meals, transportation, entrance fees, and administrative costs is estimated at $1645 (a precise figure will be available in late January). The cost does not include round-trip airfare (usually ~$950) or the 1-3 credit hours of tuition you may need to pay (See “Payment” for explanation).

Payment
An application and a $400 partially non-refundable deposit must be received in the Foreign Languages & Literatures Department by March 4, 2013. Make checks payable to FLL-UNM France. Deposits can be submitted earlier in order to guarantee a place on the trip. A maximum of 20 students will be accepted.

The full balance is due by April 12, 2013. Pay the balance in the FLL Office, 229 Ortega Hall.
Pay for tuition as you normally would for a Spring course, although you will need to get an override into the course. Note that this means that if you have not yet reached the 18 hours per semester limit, there is no extra tuition to pay.

For information, contact Stephen Bishop,
The World Language Expo brings potential language students and teachers to campus from Albuquerque public and private schools, as well as schools from around the state, and individuals from within the community, to interact with university language students and faculty for a morning of world language and culture activities. Participants spend the morning engaged in group activities and workshops coordinated by FLL faculty, Teaching Assistants, language students, other UNM departments (such as Spanish & Portuguese, Africana Studies, Linguistics, and International student associations), other world language teachers, and community members, as well as high school students. This social and pedagogical interaction establishes connections between our faculty and graduate instructors and their colleagues from around the state, as well as their future students, providing students the opportunity to familiarize themselves with the various language programs, as well as with some of the faculty involved in both the core curriculum and specialized language courses.

Obviously there is an undeniable recruitment component to the World Language Expo. It brings New Mexico language programs together at UNM, creating a sense of unification and solidarity, with UNM as the home institution. More important, however, is that UNM is offering its New Mexico networks an opportunity to promote its language programs. Very few other institutions in New Mexico are capable of putting together a Language Expo on this scale. For this reason, language teachers around the state have come to depend on UNM’s World Language Expo for providing this kind of forum for their students. Some have even written the Expo into their course curricula.

Most important, however, is the Expo agenda of opening participant eyes and minds to other cultures from around the world. Very few New Mexicans will have the opportunity to travel to Indonesia, and yet they can attend the Language Expo where a native Indonesian will inform them about her life and culture. The connection is real, it is alive, open to questions and debate, one that the Discovery Channel or the Internet cannot provide.

In the World Language Expo 2014, there were more than 1000 participants, and over eighty different activities that Expo participants could choose from, making the itinerary as diverse as the participant would like it, from demonstration activities such as Indian yoga, dabkeh dancing, calligraphy and chocolate truffle making to introductions to Welsh, Korean, Arabic, Romanian, and Norwegian. There were chalk art, poster, trivia and poetry competitions, ethnic foods and language information tables. Sometimes the biggest challenge for the Expo participant is deciding what not to do.

The benefits to the Dept. of Foreign Languages and Literatures are many. First, it becomes recognized as the center for World languages in New Mexico. It brings students and teachers in to meet with its own faculty, to learn about its course offerings. Contact with feeder programs is enhanced, and teachers are more likely to promote FLL to their students as a result. It also creates connections between FLL and other UNM departments, providing them the opportunity to work together in coordinating the event. It provides, also, a forum for international student groups within the UNM community to showcase their cultures and languages, also bringing them in contact with FLL.

The World Language Expo is already well known around the state as an exciting and informative venue. UNM’s reputation directly benefits from this event as a result.
There is, however, also the more tangible benefit of recruitment of students who are or who become interested in languages. Interaction with UNM faculty and students makes for an easier transition into college life, making the Expo an excellent opportunity to make valuable contacts. There is an immediate exchange of information offered in a fun and informal environment.

The Expo also draws many contributors and participants from the community. Bakeries come in to offer tastes of their ethnic foods, community businesses and groups offer workshops, such as karate, or the zoo docents who bring animals and talk about them in French, Spanish and German, teachers solicit parent and student participation from among their own student ethnic populations, and various language association members contribute their own time and energy to promoting their cultures and languages. In the end, there is a vast array of activities to choose from, and just as diverse an array of volunteers who offer them. Students learn from fellow students, retired native speakers of languages other than English come in to present to an audience of UNM faculty and public school teachers, international exchange students put together power point slide shows for elementary school students. The mix is a celebration of the diversity that defines New Mexico.
Executive Summary

1. Provide a brief description of the program (including the focus and theme of the program, target audience, size and scope of the program, etc.).

The Department of Foreign Languages and Literatures of the University of New Mexico hosted Startalk Summer Institutes in Arabic and Chinese from June 4-29, 2012. Thirty-three high-school students (17 in Chinese, 16 in Arabic) from the Albuquerque area took intensive language instruction equivalent to the first semester of college Arabic or Chinese. There will be numerous cultural and enrichment activities to enhance both linguistic and cultural competency. All instruction is delivered by native speakers working with a pedagogical team experienced in foreign language pedagogy.

2. Did the actual program align with the program proposal? What changes were made and why were the changes made?

Yes, the program aligned closely with the proposal except in one area: changes were made to the Arabic course theme. Different regions within the Arabic-speaking countries were emphasized, but the central theme of the course was the Arab Spring. This change was made in order to challenge the students to understand the events taking place.

Enrollment & Course Credit

<table>
<thead>
<tr>
<th></th>
<th>Arabic</th>
<th>Chinese</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applicants</td>
<td>34</td>
<td>45</td>
</tr>
<tr>
<td>Starting enrollment</td>
<td>17</td>
<td>17</td>
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<tr>
<td>Completed</td>
<td>16</td>
<td>17</td>
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<tr>
<td>Participants receiving high school credit</td>
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</tr>
<tr>
<td>Participants receiving undergraduate credit</td>
<td>16</td>
<td>17</td>
</tr>
</tbody>
</table>

Program Outcomes

1. What did participants learn in this program? Identify 3 to 5 major outcomes (e.g., proficiency, language functions, cultural learning).

Arabic:
1. Students can identify and describe major players in the Arab Spring
2. Students can exchange information about: food, family, social networks
3. Students can identify the Arabic-speaking countries, and describe one of these countries
4. Students attained a speaking proficiency level of novice-mid to novice-high

Chinese:
1. Students can identify and describe different regions in China.
2. Students can exchange information about food, family, leisure activities
3. Students can explain and execute a traditional Chinese recipe.
4. Students attained a speaking proficiency level of Novice-mid to novice-high

2. What evidence exists to show that this learning took place?

1. Ongoing and summative project assessment
2. Ongoing formative and unit assessments
3. Oral presentation
4. Oral interview

3. Did you conduct any community outreach?

Arabic:
• Visit to local Islamic Center
• Visit to NM Dar Al Islam center in Abiquiu
• Arabic calligraphy artist workshop
• Islamic history and religion guest speaker
• Islamic art, culture and society guest speaker
• Music workshop: Rahim al Haj
• US Middle-East relations guest speaker
• Yemen guest speaker
• Arab countries’ relations guest speaker
Chinese:
• Chinese thought and language guest speaker
• Chinese calligraphy workshop
• Chinese chess workshop
• Chinese history and religion guest speaker
• Visit to Chinese cultural center for martial arts workshop
• Trip to Chinese restaurant
• Trip to International market
• China-Taiwan-Tibet-Hongkong relations guest speaker
• Travel in China guest speaker
• US China relations guest speaker

4. If so, what were these activities and what impact might these outreach activities have on the local community? If not applicable, please type N/A.
   Activities are listed above.
   Students have developed relationships with the guest speakers, performers, teachers, and business owners and will hopefully continue to frequent their places of business, populate their classes, attend their performances, etc.

5. Is there a plan to continue these activities? If not applicable, please type N/A.
   Student representatives will present their program to World Language Expo attendees in March 2013.
   Ongoing interaction between students and community businesses/members is left up to the individual student.

6. Did your program have an online component?
   Teachers and students communicated outside of class via WebCT. In addition, daily can-do statements (specifically aligned to the courses) were assigned. On-line research into Arab Spring participants and leaders, or regions of China was integral to the course.

7. If your program included an online component and a face-to-face session, when were they scheduled (pre-program, during the program, or post program)? How did you integrate the online and face-to-face portions of the program? If not applicable, please type N/A.
   Face-to-face sessions were 9:20 – 12:30 MTWRF + several afternoon cultural spotlights per week.
   On-line environment was used for homework and preparation during the program.
   Chinese students are also encouraged to register for the subsequent on-line CHIN102 course.

8. How did this combination of online and face-to-face instruction impact your program administratively? If not applicable, please type N/A.
   The course is naturally more dynamic as a result of the on-line environment. It also facilitates program administration by allowing instructors to access on-line files outside of class time, and by encouraging student interaction and instructor feedback to students outside of class time.

9. What was the impact on your participants of providing both online and face-to-face experiences? If not applicable, please type N/A.
   Students are very familiar with online environments, and without exception use them for leisure activities. The transition of language into the online environment was therefore not only easy, but also exploited the proclivities of a tech-savvy student population. The students clearly enjoyed the online tasks, and were able to use the technology to make the language more relevant to today’s world.

10. If you conducted a student program, please provide any anecdotal information on any plans your students may have to continue their language study during the academic year.
    Students at the Career Enrichment Center are able to continue Chinese as well as other LCTL languages such as Japanese. I know of one student at least who intends to apply for NCSI. We also know of students who matriculated at UNM and are continuing their study of Chinese and Arabic.

11. If you conducted a student program, what professional development activities occurred for your instructional staff pre-program, during the program, and post-program? What impact have you observed as a result of these activities?
    The instructional staff was built around an experienced team under the expert supervision of our curriculum leader. As part of their regular professional development, they have all attended workshops and training sessions led by Marina Peters-Newell, our curriculum coordinator. They met intensely over the weeks preceding the session to devise a working curriculum and to discuss pedagogical strategies. The team met regularly throughout the session as well with the curriculum leader. We have requested a budget revision to allow us to take one, possibly two, instructors to the Fall Startalk meeting in Atlanta.
Some of the concepts emphasized during the pre-training workshops were backward design, total physical response as comprehensible input, and refining assessment types and tools. I saw all of these issues immediately written into lesson plans, and observed them in classes that I visited and recorded. Although fine-tuning and revisions were constantly made as a result of observations, I was impressed with the willingness of instructors to employ these new techniques, and often astounded at their creativity and innovation.

As a result, I feel that our 2012 STARTALK program was effectively assessed throughout the four weeks, that students were meaningfully engaged in both self-assessment and instructor assessment, and that the program itself benefitted from the information gleaned from these assessments, both during and after the program was completed.

12. **If your student program conducted a field trip, how did it contribute to learning and what evidence do you have to confirm that learning occurred?**

Both the Arabic and Chinese field trips contributed to linguistic as well as cultural learning by giving students the opportunity to use their language skills in authentic situations. Both groups used their target languages during the field trips and had opportunities to order food in Chinese or discuss the Islamic presence in New Mexico in Arabic. Both groups went shopping at Chinese and Middle Eastern grocery stores for items that were then prepared and eaten by students, faculty, and guests at their cooking extravaganza. Students learned and used terms, simple commands and requests, as well as polite invitations during these experiences. Students also included information from their field trips on their oral and final exams.

The STARTALK field trip templates and examples were very helpful in preparing our own. Our field trip lesson plans also included assessments in the form of language checks and formative assessment.

**Reflections**

1. **What worked well?**
   The recruitment and selection process led to a strong student body. The experience and expertise of the instructors and curriculum coordinator yielded excellent results and good working relationships. The Arab Spring theme was a huge success.

2. **What challenges existed?**
   New personnel in the UNM administration led to some problems with enrollment. Having pure beginners in the classroom with some more experienced speakers created some pedagogical challenges. We are considering applying for an intermediate level in 2013 in order to accommodate the students with some language skills.

3. **Given the goal of STARTALK to increase numbers of speakers of critical languages and to build the supply of qualified world language teachers, to what extent do you feel your program met its goals?**
   STARTALK UNM does an excellent job of introducing students to Arabic and Chinese, getting them in touch with the target-language speakers in the New Mexico community, but most of all, getting students excited about the languages and cultures. Our increased application numbers is testimony to the success of the program. Many of these students can be considered long-term learners, practitioners, and several may go on to be teachers of Arabic and Chinese.

4. **To what extent do you feel your program met the goals articulated in your proposal and curriculum?**
   We feel that all of our programmatic and curricular goals have been met or exceeded.

5. **What have you learned from your STARTALK experience?**
   Students can rise to the challenge of learning a “difficult” languages if put in the right conditions.

6. **What advice do you have for new STARTALK programs?**
   Recruit the best students and the best pedagogical team available. Make good use of the Startalk on-line resources.

7. **What aspect of your program would you like to share with other STARTALK programs (please specify)?**
   The Arab Spring theme. Recruitment. Close collaboration among Arabic and Chinese teaching team, coordinator, and program director.

8. **Did your program have any impact on your broader academic or local community? If so, please specify.**
   Language instructors improved their professional skills and standing. Students discovered local cultural sites during field trips and local communities saw the interest these students demonstrated toward their heritages.

**Recommendations**

1. **If you offer another STARTALK program, what would you do differently?**
   With this year’s addition to our regular UNM faculty in both Chinese and Arabic, our pedagogical teams will be more knowledgeable, with better access to resources. We are also considering offering both introductory and an intermediate levels in Arabic and Chinese.

II. Programs
2. **How will future programs address the recommendations made in the site visit report?**
   As mentioned above, teachers are already trained, and issues raised in the site visit report will be less likely to occur. Also, with new faculty, we hope to expand both the Arabic and Chinese programs, offering more courses in both on-line and face-to-face environments.

3. **What suggestions do you have for improving the STARTALK Program?**
   More preparation time would generate a more refined program (time between grant funding disbursement and beginning of program)
   Aside from the occasional miss on conference keynote speakers, I think STARTALK central does an excellent job of offering professional development, templates and ideal samples for programs to learn from.
Departmental Events

FLL Department Events, 2009-2010

August 2009
- Faculty retreat

September 2009
- 12th, 6:30pm, English Rakugo-Japanese Traditional Sit-Down Comedy
- 22nd, 12:00-1:30pm, The International Studies Institute & The International Task Force Present: “Growing up in Turbulent Times: Russia from the 1980s to the Present” By Vladimir Ivantsov
- 25th, 2:00pm, The Erotic Politics of the Lusiads, Presented By Carmen Nocentelli

October 2009
- 2nd, 6:00pm, Chinese Mid-autumn Festival Celebration
- 19th, 11:00-12:20pm “Egyptian Culture and Language” intersession study abroad orientation session. Mesa Vista Hall, Rm. 4022 (4th floor).
- 21st, 2:00-3:00PM, A public lecture, reading, and discussion by Dr. Helene Silverblatt, Discovering Selma Meerbaum-Eisinger: Her poetry, the Holocaust and Their Meanings Today
- 30th, 2:00-4:30pm, Panelists: Susanne Baackmann, Pamela Cheek, Alyosha Goldstein, Tema Milstein, Iain Thomson, A Cultural Studies Panel-What is Ideology?

November 2009
- Revolutions of 1989: From Tiananmen Square to the Berlin Wall
- 4th, 2:00PM, “Home is Where the Wall is: Ambivalence in Margarethe von Trotta’s 1994 Film The Promise,” Katija Schroter, Associate Professor of German, UNM
- 5th, 12:30PM, Panel Discussion on “Lifes under Socialism” with UNM faculty members Sever Bordeianu (General Library), Tania Ivanova, Katija Schroter: moderated by Erika Monahan (history)
- 10th, 4:00-6:00PM, The Black Route Southwest, Tony Gleaton photographer
- 21st, 7:30PM, Conversation with David Abram, Discourse of the Birds
- 24th-Daily Lobo, “A Long Lost Tale of Corruption, Cronyism and a Wicked King” by Monica Cyrino

December 2009
- 1st, 3:30-4:30 PM, “Homeric Durability: Time and Poetics in Homer’s Iliad.” By Dr. Lorenzo Garcia Jr, Assistant Professor of Classics

January 2010
- No Events

February 2010
- No Events

March 2010
- 6th, 9:00AM-1:00PM, UNM Foreign Language Expo University of New Mexico, Albuquerque. Ortega Hall
- 8th, 4:00PM-5:00PM, Outsider Poetry in German, Guest speaker Dr. Jenn Hoyer, UNM Ortega Hall 123
- 8th UNM today article-UNM ROTC Programs awarded ‘project GO’ Grant
- 9th, Walter Putnam’s Lecture "Americans in Paris," 2:00PM, UNM Art Museum
- 9th, UNM TODAY- article on Stefania Gray and Hector Torres passing.
- 10th-Albuquerque Journal-Newspaper article on Stefania Gray and Hector Torres passing.

III. Departmental Events
- 25th-University Memorial Chapel-for Stefania Gray
- 26th, 7:00-9:00PM Tournées French Film Festival: (Azur and Asmar) CTART 2018
- 31st, Daily lobo- “Students Host Vigil for Slain Professor”

April 2010
- 2nd, 7:00-9:00PM French Film Festival (Being Jewish in France) CTART2018
- 5th, 12:00PM Presentation and reading from new book. Book edited by Professor emeritus Peter Pabisch. Ortega Hall reading room.
- 8th-10th “Developing 21st Century Skills” Embassy Suites Hotel
- 9th, 7:00-9:00PM French Film Festival (The Secret of the Grain) CTART2018
- 15th, Daily Lobo: “French up your Fridays with films” Film festival article
- 16th, 7:00-9:00PM French Film Festival (The Class) CTART2018
- 16-17 Spring 2010 Second Annual Cultural Studies Graduate Student Conference University of New Mexico, Albuquerque. Keynote Speaker: Neil Larsen (University of California, Davis)
- 23rd, 7:00-9:00PM French Film Festival (The Beaches of Agnes), CTART2018
- 24th-Email-Gray-Torres Symposium on Domestic Violence
- April 2010 UNM Students Affairs on UNM ROTC Awarded Project GO Grant

May 2010
- No Events

June 2010
- Startalk Summer Institute for Arabic and Chinese
- June 26th- July 27th: Die Deutsche Sommerschule

Other Events
- German Club meets every Thursday at 8pm at Joes (Vassar & Central)
- French Club meets several times during Fall 2009 term. Please see French Club Program Fall 2009
- Russian Film series Fall 2009. First Monday of every month during fall semester
- CD/DVD- Stefania Gray Memorial. March 25 2010

FLL Department Events, 2010-2011

August 2010
- French 385 – Kebir Ammi, MWF 9-9:50
- Meeting Every Monday 12:00PM – 12:50PM – Ortega 347C – Katja Schroter

September 2010
- 7th – Controversy over Islam Underscores Need for Understanding. KOAT News, story.
- 17th – From 12:00-12:50PM --- 2010 Mid-Autumn Festival Celebration – Ortega Hall 3rd Floor Lounge
- 26th – Aki Matsuri Fall Festival, Natural Hispanic Cultural Center
- 27th & 28th Silent Auction and Poetry Reading – Conference on Domestic Violence and Stalking

October 2010

November 2010
- Oct 26 – Nov 4: Global Threats – ISIS Lecture Series

December 2010
- 27th December – 10th January, FLL & African Studies, Study abroad in Egypt
January 2011
- No Events

February 2011
- 23rd Egypt Forum – FLL Panel will give some insights to the recent events in Egypt.

March 2011
- 5th Expo, World Languages

April 2011
- 8th – 9th Cultural Studies Graduate Student Conference, UNM,

May 2011
- 14th – 29th – Paris to Provence, Stephen Bishop French 385.001 Student spring break trip to Paris for class credit.

June 2011
- Startalk Summer Institute for Arabic and Chinese
- June 26th - July 27th: Die Deutsche Sommerschule

FLL Department Events, 2011-2012

August 2011
- 22nd, Natasha Kolchevska to guide international initiatives

September 2011
- 15th, 11am Classical Adaptations Lecture with Dr. Peter Meineck
- 3:30pm Classical Adaptations Roundtable
- 16th, 2pm Classical Adaptations Workshop
- 27th, 12:30pm-1:45pm Islands of Love: Race, Sexuality, and the Euro-Asian Encounter SUB Santa Ana A and B, Carmen Nocentelli

October 2011
- 19th, 6:30pm The 2011 Rudolfo and Patricia Anaya Lecture on the Literature of the Southwest featuring Denise Chavez
- 20th, 5pm-7pm Literature-monde: Imagining Global Identity
- 21st, 10am-4pm Literature-monde: Imagining Global Identity
- 24th, 10am-1pm Caribbean Women Writers and Scholars
- 31st, 12pm-1pm The Gender of Cosmopolitanism SUB cherry/silver

November 2011
- 4th – Tanya Liesel Sheilds – Caribbean Women Writers and Scholars
- 17th – Loida Maritza Perez – Caribbean Women Writers and Scholars
- 28th – WARUM

December 2011
- No Events

January 2012
- 19th, Dr. Osman Umurhan, Classics Research Presentation

February 2012
- 2nd, Pabisch Receives Austrian Cross of Honor for Science and Art
- 16th Chinese Lecturer Presentation
- 17th – Memorial service – Dr. David Craven

March 2012
- 2nd, 3:30pm David DiMelo “Egyptian Writers Confronting the Specter of the Police State”

III. Departmental Events
- 3rd, 9am-1pm UNM’s World Language Expo Admission: $2
- 5th Najat Rahman - “In the Wake of the Poetic: Language’s Passages from Mahmoud Darwish to Suheir Hammad”
- 30th – Marina Peters-Newell: Making Language Acquisition Happen

April 2012
- 5th – Emma Trentman, Study Abroad in Egypt
- 9th – Dr. Robin McNeal – Myth, Monument, in Contemporary China
- 12th-14th – 2012 Southwest Oral History Association Annual Conference
- 13th – Hadewijch, Bruno Dumont, French Film Festival
- 14th – Two in the Wave, Emmanuel Larent – French Film Festival
- 16th – Gray – Torres Conference on Interpersonal Violence
- 20th – Of Gods and Men, Xavier Beauvois – French Film Festival
- 20th-21st, Graduate Student Conference: Piecing Together Cultural Identity
- 27th – The Sleeping Beauty, Catherine Breillat – French Film Festival

May 2012
- 4th – The illusionist, Sylvain Chomet – French Film Festival
- 13th – Graduate Colloquium
- 13th-31st – Business Culture in China

June 2012
- Startalk Summer Institute for Arabic and Chinese
- June 26th – July 27th: Die Deutsche Sommerschule

FLL Department Events, 2012-2013

September 2012
- 17 – Internationally Renowned Austrian Author Josef Haslinger - 5:30 – 7 p.m. Reading from his book, Tsunami
- 19 – Internationally Renowned Austrian Author Josef Haslinger - 5:30-7:30 Film screening of Das Vaterspiel
- 26 – Chinese Culture Experience Series: Mid-Autumn Festival – music, dance, Chinese folkloric songs, traditional Chinese festival food and more 5:40 p.m. – 8 p.m.
- 28 - Internationally Renowned Austrian Author Josef Haslinger - 4-5, 5-6 p.m. Reading from his book Jachymov and film screening of Night Asylum
- 30 – Japanese Fall Festival, Omocha: Asobi Masho (Translation – Toys: Let’s Play) Japanese dancing, Taiko drumming, martial arts, arts and crafts, Japanese food and more. 10 a.m. – 5 p.m.

October 2012
- 25 – The Comparative Literature and Cultural Studies Program’s Annual Roundtable Discussion: “What is Desire?” 3:30- 5 p.m.
- 31 – ISI Lecture Series: Food & Culture around the Globe – “Cannabis and/as Food in the 19th Century” Prof. Chris Duvall, UNM - 12 p.m.

November 2012

III. Departmental Events
- ISI Lecture Series: Food and Culture around the Globe – “Food and Nationalism in Japanese Food Comics” Prof. Lorie Brau, UNM 12 p.m.
- UNM Brazil Club Meet & Greet - 12-2 p.m. Mesa Vista Hall West Courtyard
- 7-2012 Rudolfo & Patricia Anaya Lecture on the Literature of the Southwest. “From Anaya to Zollinger: A Personal Journey through Southwest Literature” John Nichols - 7 p.m.
- Sponsored in conjunction with the Department of Spanish and Portuguese: Critical Regional Studies: Contact Zones and Border Theory for New Mexico and Okinawa – 12 to 1 p.m.
- LLC Speaker Series: Fostering meaningful interaction in online language courses – Michael Woods – 12 to 1 p.m.

December 2012
- 7 - Guest Speaker: Glenn Levine - “Discursive and Pedagogical Functions of the L1 for L2 Learners in and Beyond the Classroom” 12-12:50 p.m.
- His talk will address questions of language selection in the L2 classroom and methods for effectively using the L1 in the L2 classroom in order to further L2 acquisition.

January 2013
- No Events

February 2013
- 26th - UNM Brazil Club: “Fatter Tuesday” A Carnival Extravaganza SUB Ballroom B, 5-8:00p.m.
- 28th - Arabic Culture Festival: Music, Food, Dance and More. Ortega Hall 335 (Reading Room) 6–8:00p.m. Professor Emma Trentman.
- The Festival is designed to provide an educational opportunity and celebration of Arab culture, and also provide opportunities for our students to meet and learn from Arabs in the local community in order to encourage them to pursue their Arabic learning outside of the classroom.

March 2013
- 2nd – UNM World Language Expo, Ortega Hall, Admission $2
- 23rd – Peter Pabisch “Sketches, Models, Notes: The Drawings, Paintings & Poetry of Peter Pabisch” at the Griffin & Mandeville. Opening reception March 23rd 5pm-8pm, closing reception April 20th 5pm-8pm.

April 2013
- Poisson d’avril
- 12-13 – Fifth Annual Cultural Studies Graduate Student Conference and Workshop “Pleasure, Pain & Perversion: Embodied Violence & Eroticism in Cultural Representations” Key note lecture: Dr. Liz Constable, UC Davis

III. Departmental Events
- 25th – FLL Thesis Presentations- Brynn Shaw, Bettina Davis, Caley McGuill, Romain Chadaigne, Ojana Albuquerque 3:30-5:00, Ortega Hall 313

May 2013
- 11th – FLL Department 2013 Commencement; Ortega Hall Room 335 1:00pm-3:00pm
- May 11-28 – Trip: Paris to Provence - Three credit hour course that gives students direct contact with the history and culture of Provence.

June 2013
- 3rd-28th – Schloss Dyck Program: Europe and Africa as stories: Fairy and Folktales, Professors Baackmann and Bishop

July 2013
- 14th-21st – The 15th Annual Taos Summer Writers Conference, held at the Historic Sagebrush Inn and Conference Center.

FLL Department Events, 2013-2014

August 2013
- 12-16th- TA Orientation in Ortega 153

September 2013
- 12th- French Club – 4pm at the Bricklight Dive – Katy Chaffee facilitating – “Les images politiques”
- 19th- Chinese Culture Experience Series: The Mid-Autumn Festival 2013 – Music, Tai-chi dance, Chinese folkloric songs, traditional Chinese Festival food and more… 335 Ortega Hall (reading room) 5:40~8:00pm.
- 25th - Faculty and Grad Student networking event – Ortega 322 (Ortega Lounge) 12-1:30pm
- 27th – French Club – 4pm at the Satellite in the SUB – Lauranne Poharec facilitating – “Proverbes et expressions Francaises”

October 2013
- 17th – French Club – 4pm at the Bricklight Dive – Genna Pocius facilitating – “Le cinéma français”
- 25th – French Club – 4pm at the Bricklight Dive – Austin Hancock facilitating – “Les expressions idiomatiques”
- 31th- CLCS Roundtable: “What is Nation?” -3:30pm- 5:00pm Ortega Hall Reading Room 335

November 2013
- 7th – French Club – 4pm at the Bricklight Dive – Austin Hancock facilitating – “Quiz musique française”
- 10th-13th- Arabic Lecturer Search

III. Departmental Events
19th - Book Discussion - 12:00pm at UNM Bookstore, Main Campus- Peter Pabisch
books being discussed are “The Art of Levitation” and “Vindobonensische geh-
dicht-e” authored by Mr. Pabisch

22nd – French Club – 4pm Satellite in the SUB – Amandine Faucheux facilitating – “Les fetes de famille”

December 2013

5th – French Club – 4pm at the Bricklight Dive – Scott Brown facilitating – “La BD”
7th - Guest Speaker Professor Glenn Levine “Discursive and Pedagogical Functions of the L1 for L2 Learners in and Beyond the Classroom” 12:00-12:50pm

January 2014

30th French Club - 4pm at Bricklight Dive-Genevieve- “ Mad Libs en francais

February 2014

14th French Club-4pm at Brick Light Dive- Katy- “La Saint Valentin”
27th French Club-4p at UNM SUB- Lauranne- “Le cinéma français contemporain”
28th “Colonizing Creatures” 2:00pm-4:30pm in Ortega Hall Reading Rooms, 3rd Floor.

March 2014

1st – World Language Expo – 9 am to 1 pm at Ortega Hall – Marina Peters-Newell facilitating - Building Bridges of the Words to the World
7th - Arab Culture Festival- 5:30pm in Ortega Hall 322 (Lounge) and 6:30pm in Ortega Hall 335(Reading Rooms).
11th- “Teach in” on the events in Ukraine- 12:00-1:30pm -History Common Room 1104 Mesa Vista Hall
12th Women’s History Month Events, 5-7pm, Dane Smith Hall Rm TBA
13th- Hans Winkler: Interventions in Public Space
14th- French Club-4pm in Ortega Lounge( ORTG 322)- Angelica- “French Jeopardy”
27th - French Club-4pm in Ortega 121-Kelly –“Les fetes en France”
29th -China Then and Now, 7:30PM

April 2014

10th- Engineering the Border: Reimagining America by Alex Rivera
11th- French Club-4pm UNM SUB- Anarita-“A Francophone Vacation”
15th- Judith Re-Thinking Ravenna: The Ostrogothic Inheritance- 7pm
18th-19th- Sixth Annual Cultural Studies Conference
24th- French Club- 4pm at Bricklight Dive- Amandine- “French Board Games”
Jonathan Mann Health and Human Rights Annual Public Health Lecture Panel- cultural responses to end female circumcision- 7-9pm

May 2014

1st- May Day Thesis Presentations - 330-5pm
5th - French Club-4pm at Bricklight Dive- Lauranne- “La bande dessinée francophone”
17th- 2014 FLL Commencement- 1pm-3pm

June 2014

June 24th – July 25th - German Summer School in New Mexico in Taos Ski Valley

III. Departmental Events
INTERDISCIPLINARY
SYMPOSIUM
AT THE
UNIVERSITY OF NEW MEXICO

SEPTEMBER 20-22, 2006

SPONSORED BY THE
UNIVERSITY OF NEW MEXICO
AND
THE GERMAN ACADEMIC
EXCHANGE SERVICE
(DAAD)

Der alte Wahlspruch im "neuen" Reich:
BLUT UND EISEN
MODERNISM — FASCISM
POSTMODERNISM
Rakugo is the name of Japanese traditional comic storytelling which has had the Japanese rolling in the aisles for over 400 years!

There is a Japanese joke that goes like this:
How do you get a Japanese guy to laugh on Monday?
Tell him a joke the previous Friday.

For some reason, Japanese have a reputation for humourlessness.
But, but, but, that is a big mistake!

Kaishi Katsura is a truly remarkable artist.
The evening was simply unforgettable.
- Judith N Rabinovich, Ph.D.

Rakugo was immensely entertaining.
- James E. Minkler, Ph.D.

Saturday, September 12, 2009, 7:00 p.m.
Doors open at 6:30 p.m.

Rodey Theatre, University of New Mexico
Cornell Dr NE at Redondo South Dr NE
Albuquerque, NM 87131

Free Admission - Open seating -

What is Rakugo?

Free Admission - Open seating -

Kaishi Katsura

A renowned Rakugo performer in Osaka, Japan since 1994; started English Rakugo in 1997. He appears on Rakugo Theaters, TV, Radio, Magazines and newspapers. He has won numerous prestigious awards and has made over 300 performances all over the world including US, Canada, Singapore, Australia, Brunei, India and England. Because of his English speaking skills, a more direct impact and deep understanding of Rakugo and Japanese culture will be conveyed.

In 2007, he became a Cultural Ambassador assigned by Japanese Ministry of Culture and brought traditional Japanese Rakugo in English to America in 2008. Driving a motor home from West to East, he performed 75 times in 33 different cities wherever he could from theaters to restaurants including outdoor park and fire station. After 6 months tour, he presented a Broadway finale in New York, a sold-out show called "New York Hanjotei" with 4 other performers from Japan. Recognized his efforts and achievements, he won 2009’s Japan Foundation Performing Arts grant. He is more than ready to kick off 2nd USA tour from September.

For more information, please contact the Department of Foreign Languages and Literatures, Assistant Professor Lorie Brau. lbrau@unm.edu

This event sponsored by the University of New Mexico Arts and Sciences, the Consulate-General of Japan & the Japan Foundation.
CULTURAL STUDIES PANEL
WHAT IS IDEOLOGY?
DATE: OCTOBER 30, 2009 - TIME: 2:00-4:30
WHERE: MIRAGE/THUNDERBIRD, 2ND FLOOR
STUDENT UNION BUILDING (SUB)

PANELISTS:
SUSANNE BAACKMANN
FOREIGN LANGUAGES AND LITERATURES, MODERATOR
PAMELA CHEEK
FOREIGN LANGUAGES AND LITERATURES
ALYOSHA GOLDSTEIN
AMERICAN STUDIES
TEMA MILSTEIN
COMMUNICATION AND JOURNALISM
IAIN THOMSON
PHILOSOPHY

JOINTLY SPONSORED BY
THE DEPARTMENT OF FOREIGN LANGUAGES AND LITERATURES
AND THE COLLEGE OF ARTS AND SCIENCES
Discovering Selma Meerbaum-Eisinger: Her Poetry, the Holocaust and Their Meanings Today

Ortega Lounge (3rd floor)
Wednesday, October 21
2-3:00 p.m.
Reception to follow

A public lecture, reading, and discussion by Dr. Helene Silverblatt, Professor of Psychiatry and Family and Community Medicine at UNM, co-Editor of *Harvest of Blossoms: Poems of a Life Cut Short* (Northwestern UP, 2008).

Sponsored by the Department of Foreign Languages & Literatures.
The Comparative Literature and Cultural Studies Program presents its annual roundtable discussion:

"What is Animal?"

(Richard Barnes, *Animal Logic*)

Panelists:

Marsha Baum, School of Law
Chris Duvall, Department of Geography
Les Field, Department of Anthropology
Felisa Smith, Department of Biology

Moderated by Walter Putnam, Director, CL/CS

Friday, October 1 at noon in the Ortega Hall Reading Room

Refreshments will be served

Supported by UNM's Department of Foreign Languages & Literatures and College of Arts & Sciences
Third Annual Cultural Studies Graduate Student Conference at the University of New Mexico, Albuquerque April 8-9, 2011

Representations of Africa: Hybrid Identities, Diasporic Communities and the Politics of Representation

Keynote speaker: Elisabeth Boyi, Stanford University

For more info, contact: Csconference.unm@gmail.com

Or visit our website at: www.unm.edu/~fll/grad-conference.htm

Sponsored by Cultural Studies, the Department of Foreign Languages & Literatures and the Graduate & Professional Student Association
The First Annual Carol Raymond
Rencontres Littéraires d’Albuquerque

Littérature-monde:
Imagining Global Identity

October 20 – 21, 2011
at The University of New Mexico

Kébir Ammi
MOROCCO / FRANCE

Alain Mabanckou
CONGO-BRAZZAVILLE / U.S.

Angèle Kingué
CAMEROON / U.S.

Patrice Nganang
CAMEROON / U.S.

Lydie Moudileno
RESPONDENT / MODERATOR

Thursday, October 20, 5-7pm
Roundtable discussion – in English
Bobo Room (Hodgin Hall)

Friday, October 21, 10am-12pm & 2-4pm
Readings – in French with some translation available
Frank Waters Room (Zimmerman Library 105)
All events are free and open to the public.

PROGRAM INFO: http://www.unm.edu/~fl/ • 505-277-4771

Sponsored by the Carol Raymond Fund for French Studies and the Department of Foreign Languages and Literatures
A FORUM ON
EGYPT

WEDNESDAY, FEBRUARY 23
ORTEGA HALL READING ROOM
2-4 P.M.

A PANEL OF UNM EXPERTS WILL GIVE SOME CONTEXT TO THE RECENT EVENTS IN EGYPT AND THE MIDDLE EAST FOLLOWED BY QUESTIONS AND DISCUSSION.
the Department of Foreign Languages and Literatures
invites you to a special lecture by visiting Russian Fulbright scholar

Kseniya Tveryanovich
St. Petersburg State University
University of Wisconsin-Madison (Spring, 2011)

Benedikt Livshits as Russian Poet,
French Translator, Futurist Historian

Wednesday, April 13, 12 pm
Reading Room
Ortega 335
Lecture will be followed by extensive
question-answer session on
contemporary life in St. Petersburg

Benedikt Livshits (1886-1938) was known in Soviet Russia primarily as a consummate master of poetic translation. His versions of French masterpieces, from Molière and Lamartine to Jacob and Apollinaire, are acknowledged classics. Connoisseurs appreciate his «Polutoraglazyj Strelets» («One-and-a-Half-Eyed Archer») - a vivid artistic memoir depicting the early period of Russian Cubo-Futuristic group «Hylea», in which Livshits participated together with the Burliuk brothers, Khlebnikov, Mayakovskiy, Kruchenychk. Only true experts in Russian Silver age knew and loved his own original poetry, experimental, absorbing and developing traits of all the three major poetic schools of Russian modernism — Symbolism, Acmeism, Futurism. Recently, Livshits' work began to emerge from oblivion.

Kseniya Tveryanovich is an assistant professor in the Department of History of Literature and Art, St. Petersburg State University.
WARUM

Professor Kaul, hat es die DDR geben müssen und hätte es sie geben sollen

Presentation
By Duncan Smith
Professor Emeritus of German
Brown University

Montag, 28.
November 2011
4:00 - 5:15
UNM SUB - THUNDERBIRD ROOM 3rd FLOOR
This event will be both in German and in English

Presented by
The Department of Foreign Languages and Literatures
The German Cinema and Culture Fund
German Club of UNM
[ CLASSICAL ADAPTATIONS with Dr. Peter Meineck ]

11 am Thursday, September 15, Center for the Arts B417 [TheatreX]

**LECTURE**

*Theatre of Dionysus Revisited*

3:30 pm Thursday, September 15, Ortega Reading Room [Room 335]

**ROUNDTABLE**

*What Is Performance?*

Cultural Studies Faculty Roundtable convened by Monica Cyrino [FLL/Classics] with contributions from Peter Meineck [NYU], Lorie Brau [FLL/Japanese] and Brian Herrera [Theatre & Dance].

2 pm Friday, September 16

**WORKSHOP**

*The Mask and the Chorus*

Space limited, with preference given to student directors, actors and dramatic writers.

Pre-registration required. Email: herrerab.unm@gmail.com

Sponsored by the College of Fine Arts and the Department of Theatre and Dance

CONTACT

Monica Cyrino, pandora@unm.edu

**Peter Meineck, Ph.D.** specializes in the performance, and history of ancient drama and teaches Greek literature and mythology as Clinical Associate Professor of Classics and Ancient Studies at New York University. He is also the Artistic Director of Aquila Theatre which he founded in 1991 to present innovative productions of classical drama and has since produced and/or directed 47 shows; written, translated or adapted 18; and designed lighting for 33 in New York, London, Holland, Germany, Greece, Scotland, Canada, Bermuda, and the United States in venues as diverse as Carnegie Hall, the ancient Stadium at Delphi, Lincoln Center, and the White House.
The Comparative Literature and Cultural Studies Program
Presents its annual Roundtable Discussion

“What is Desire?”

Panelists:
Laura McClure, Professor of Classics, University of Wisconsin
Carmen Nocentelli, Associate Professor of English & Comparative Literature, UNM
Steven Gangestad, Distinguished Professor of Psychology, UNM
Moderated by Monica Cyrino, Professor of Classics, UNM

Thursday, October 25, 2012
3:30 to 5 P.M. Ortega Hall Reading Room 335

Sponsored by UNM’s Department of Foreign Languages & Literatures
Internationally Renowned Austrian Author Josef Haslinger at UNM

Monday, September 17
5:30-7:00 pm
SUB Ballroom A
(in German and English)
Bilingual reading from his 2007 book Tsunami: A Report (Phi Phi island: Ein Bericht) by Josef Haslinger and students from the German program at UNM. The book chronicles his family’s horrific experience during the 2004 Tsunami in Thailand. He depicts not only the direct experience of the catastrophe but also the attempt to work through its traumatic effects.

Wednesday, September 19
5:30-7:30 pm
Dane Smith Hall 127
(in German, NO English subtitles)
Film screening Das Vaterspiel, Dir. Michael Glawogger, Austria 2009, based on the novel by Josef Haslinger. A Viennese computer programmer consumed with patricidal hatred, has devoted himself to creating a game centered on the virtual killing of his father. The author will not be present.

Friday, September 28 • SUB Fiesta A&B
4:00-5:00 pm (in German only): Josef Haslinger will read from his most recent novel Jáchymov (2011). The book captures the tragic fate of the internationally successful Czech national ice-hockey goalie Bohumil Modry who became a victim of late Stalinism.

5:00-6:00 pm (in English): Screening of Josef Haslinger’s documentary “Night Asylum” (German with English subtitles) about Cold War refugees from Czechoslovakia in Vienna. The film will be introduced in English by Josef Haslinger.

Award-winning author Josef Haslinger will be at UNM in September 2012. He will read from two of his recent novels and present his documentary film “Night Asylum”.

ALL EVENTS ARE OPEN TO THE PUBLIC.

Josef Haslinger, who is Professor of Literary Aesthetics at the prestigious German Institute for Literature in Leipzig, has been awarded more than 13 prizes for his literary work. His bestselling novel Opernballett (Oper Ball) brought him international acclaim in 1995 and was translated into 13 languages.
Chinese Culture Experience Series: The Mid-Autumn Festival 2012

时间：
5:40 ~ 8:00pm, Wed. Sep. 26th
地点：
335 Ortega Hall (Reading room)

Please join us and have fun at the Chinese festival for all!
(Music, dance, Chinese folkloric songs, traditional Chinese festival food and more......)

欢迎前来品尝美食，聆听乐音，共度佳节！

Department of Foreign Languages and Literatures
University of New Mexico
**FEATURES LIST**

<table>
<thead>
<tr>
<th>DATE</th>
<th>Introduction and Post-screening Discussion by Dr. [Name], [Institution]</th>
</tr>
</thead>
</table>
| April 13, 6.30pm to 9pm | **HADEWIJCH**  
Bruno Dumont  
2009 / 105 min.  
Mitchell Hall 122  

20-year-old Céline is expelled from a nunnery for her over-zealous faith and returns to the secular world where she meets rebellious teenager Yassine and his older brother, Nassir, whose religious fervour mirrors Céline’s own. Hadewijch explores the relentless pursuit of faith in both Christianity and Islam—and what drives certain believers to acts of extreme violence. |
| April 14, 6.30pm to 9pm | **DEUX DE LA VAGUE**  
Emmanuel Laurent  
2009 / 93 min.  
Education Building 104  

The “two” in the title are François Truffaut and Jean-Luc Godard; the “wave” is the French New Wave, of which both men are the most renowned creators. Emmanuel Laurent employs an array of archival material to create this fascinating documentary which traces the rise and thorny fall of the friendship of these two legendary auteurs. |
| April 20, 7pm to 9pm | **DES DIEUX ET DES HOMMES**  
Xavier Beauvois  
2010 / 120 min.  
Mitchell Hall 122  

A sublime tale of faith and doubt based on a real incident, Of Gods and Men chronicles the story of eight French Trappist monks living in an impoverished Algerian village. When faced with threats of violence from fundamentalist terrorists and the Algerian military, the monks must decide whether to seek safety or risk their lives and stay with the local villagers who have come to trust them and rely on their aid. |
| April 27, 7pm to 9pm | **LA BELLE ENDORMIE**  
Catherine Breillat  
2010 / 82 min.  
Mitchell Hall 122  

The Sleeping Beauty provocatively deconstructs a classic fairytale, upending conventional ideas about sex and gender. In this retelling, six-year-old Anastasia, cursed to sleep for 100 years, visits far-off lands in her slumber and renounces “the world of little girls.” She wakes up a teenager a century later and discovers carnal pleasures with both a man and a woman—as well as crushing heartbreak. |
| May 4, 7pm to 9pm | **L’ILLUSIONISTE**  
Sylvain Chomet  
2010 / 80 min.  
Mitchell Hall 122  

*The Illusionist*
Chomet’s follow-up to 2003’s *The Triplets of Belleville* is another exquisitely animated film, based on an unproduced script by the French comic genius Jacques Tati, in which a struggling magician befriends Alice, a poor cleaning girl who follows him to Edinburgh. Although neither the magician nor his young charge speak each other’s language, *The Illusionist* beautifully shows the ways people understand each other nonverbally.

Support for the Tournées Festival is provided by
The French Ministry of Foreign and European Affairs / The Centre National de la Cinématographie

www.facecouncil.org
PLEASE JOIN US FOR A BOOK SIGNING WITH:

CARMEN NOCENTELLI AND
LORENZO F. GARCIA, JR.

Empires of Love
Europe, Asia, and the Making of Early Modern Identity
CARMEN NOCENTELLI

HOMERIC DURABILITY
Telling Time in the Iliad
LORENZO F. GARCIA JR.

TUESDAY, APRIL 23RD | 3:30PM
UNM BOOKSTORE, MAIN CAMPUS

For more info please contact:
Lani Tyler, 505.277.7473 or latyler@unm.edu
UNM Bookstore on Main Campus is located at 2301 Central Ave.
UNM’s WORLD LANGUAGE EXPO

SATURDAY, MARCH 2, 2013
ORTEGA HALL, UNM campus
9 a.m. – 1 p.m.
Admission: $2

It’s the world in New Mexico! And everyone’s invited! The World Language Expo brings hundreds of New Mexicans together to share their experience of the world. Past Expos have offered presentations in over 40 languages, from Afghan culture to French truffle-making, from Tahitian dance to Japanese tea ceremonies and polyglot zoos. Our Expo guarantee is that Expo participants will leave knowing a little bit more about the world they live in. Look for a preliminary Expo schedule on-line at www.unm.edu/~fll (click on Language Expo) beginning Feb. 11. It will continue to be updated until Feb. 27. Contact Marina Peters-Newell at mpnewell@unm.edu for more info.

EXPO 2013 competition guidelines

- BEST ATTENDED SCHOOL will receive a $100 gift certificate to the Teacher’s Discovery Store! **2012 winner: Volcano Vista!**
- TRIVIA COMPETITION: If there is interest, we will implement a school trivia competition. Your school will need a team of 1-4 students to answer questions on languages, culture, geography, etc. Winning team will receive an Amazon gift certificate of $50. Teams must contact Marina Peters-Newell by Monday, Feb. 18 at mpnewell@unm.edu to compete. **2012 winner: St. Pius!**
- POSTER COMPETITION: Anyone can enter! It must depict the theme “A World of Words” Maximum size: 24” x 30”, to be submitted by 10 a.m., Saturday, March 2 (Ortega hall 3rd floor hallway). If you are a student, your name, as well as the name of the class teacher, school, e-mail and tel. no. of the teacher must be affixed to the back of the poster. All media and languages are accepted. The posters will be judged on-site. First place: $50 Amazon gift certificate, 2nd place: $25 Amazon gift certificate, and popular vote: $25 Amazon gift certificate. **2012 winner: Las Cruces HS!**
- CHALK ART COMPETITION: (weather permitting) At 11 a.m., we will begin the Chalk art competition, just southeast of the duck pond. This can be done individually or as a group. Each participant/participating group will receive different colors of sidewalk chalk, and will be given 20 minutes to create a picture/graphic depicting the theme “A World of Words” The winner/winning group will receive a prize. **2012 winner: Albuquerque HS!**

A note to teachers: for proof of participation in the Expo, students will submit completed passports (= 4 stamps). Please remind students that 1 stamp = 30 min. session, so 4 stamps will require at least 2 hrs of participation, and the last session is 12 – 12:30. Students are welcome to come for just 1 specific session, but this will not result in a completed passport.

Also, as a result of the increased participation in 2012, we will be making use of larger classrooms for some of the more popular sessions, as well as increasing the number of sessions, to enable all students to participate.
Cultures of Exile
Conversations on Language & the Arts
International Conference, October 22 - 25, 2013

WEDNESDAY, OCTOBER 22, 2013
3:00-10:00 pm  Welcome: Khani Bastian and Walter Putnam, Conference Organizers
10:00-12:00 pm  Session 1: Poetry Reading: Voices from the American Southwest
    Loca Izpacheco, UNM & Levi Romero, UNM
7:30-10:00 pm  Reception and Film Screening: "The Left Side of anashed: A Leading (Doc)"

THURSDAY, OCTOBER 23, 2013
10:00-12:00 pm  Session 2: Language as home and exile
    Angéla Fletcher, UNM, "Exile and Nostalgia"
    Shirley Chlo-Lin Lui, UC Santa Barbara, "Standing Apart, Standing Apart"
    Reka Mihalova, UNM, "Exile and Nostalgia"

1:00-3:00 pm  Session 3: Exile as a psychological and literary topic
    Vera Jankulovski, UNM, "Cultural Legacy and Life Long Commitments"
    Devin Martin, U of Washington, "From Spain to Spain and beyond"
    Laura Hatter, Albuquerque Academy, Commentary

3:30-5:30 pm  Book signing, UNM Bookstore

FRIDAY, OCTOBER 24, 2013
10:00-12:00 pm  Session 4: The writer as private witness
    Khadi Azizi, writer, Paris, "My only country words and literature"
    Liana Theodorou, UNM, "Athens-Paris Journals of Exile"
    Walter Putnam, UNM, Commentary

1:00-3:00 pm  Session 5: The writer as political witness
    Konstantina Halkida, UNM, "Democracy in the Homeland"
    Karen Elizabeth Bishop, Rutgers University, "New Cartographies of Exile"
    Lee Miall, UNM and Angéla Fletcher, UNM, Commentary

4:00-6:00 pm  Poetry Reading: Diana Mayfield, UNM, and Shirley Chlo-Lin Lui, UC Santa Barbara
    Closing Reception, UNM Art Museum

Co-Sponsors
Office of the Provost, Vice President for Research, Vice President for Student Affairs, and the President
Anderson School of Management - College of Arts & Sciences - School of Architecture & Planning - College of Fine Arts
University College - Departments of Art & Art History, English, Foreign Languages & Literature, History, Spanish & Portuguese
Peace Studies Program - Feminist Research Institute - Latin American & Iberian Institute
Office of Graduate Studies - Global Education Office - UNM Foundation - Tamarind Institute - UNM Art Museum - UNM Bookstore
Alfonso Ortiz Center - Center for European Union Center of Excellence - Modern Greek Studies Association
Albuquerque Hispanic Chamber of Commerce

International Studies Institute
For conference updates: isi.unm.edu (505) 277-1991

All events are free and open to the public. Sign language interpreters available upon request.
poster design: www.markforte.com
Fifth Annual Cultural Studies and Comparative Literature Graduate Student Conference at the University of New Mexico, Albuquerque

PAIN, PLEASURE & PERVERSION
EMBODIED VIOLENCE AND EROTICISM IN CULTURAL REPRESENTATIONS

Keynote speaker: Dr. Liz Constable, UC Davis

APRIL 12-13, 2013  ROOMS: SUB, ACOMA A & B

Sponsored by: The Department of Foreign Languages and Literatures, the Graduate & Professional Student Association, the Office of Student Affairs, the Project for New Mexico Graduate Students of Color, and the Office of Graduate Studies

For more information, contact: csconference.unm@gmail.com, or visit our website at: www.unm.edu/~fll/grad-conference.htm
This one credit hour series of presentations is designed to provide professional skills to FLL graduate students as they complete and look beyond their degrees in languages, literatures and cultures. Each week’s topic will be presented by a faculty member or guest speaker with a specific goal of providing students with useful tools to build their careers. Your active presence and participation will form the basis for credit.

Grading and Course Expectations: The course is graded as CR/NCR (Credit/No credit). Students will have to sign an attendance sheet every week. Students with more than three absences will receive a grade of “NC” and be required to take the course in a subsequent year.

Monday, 8/26: Sever Bordeianu. Room 254 in Zimmerman Library.
Monday, 9/2: Labor Day. No class.
Monday, 10/7: Jason Wilby. Brainstorming the Graduate Student Conference.
Monday, 10/14: Pamela Cheek. Preparing the CV and the resume.
Monday, 10/21: Pamela Cheek. Workshopping the CV and the resume.
Monday, 11/25: No class.
Monday, 12/2: Kat Reischl. What can I do with my degree?/To Ph.D. or not to Ph.D.?

Qualified students with disabilities needing appropriate academic adjustments should contact me as soon as possible to ensure that their needs are met in a timely manner.
The Comparative Literature and Cultural Studies Program
Presents its Annual Roundtable Discussion

“What is Nation?”

Panelists:
John F. Miller, Chair & Professor of Classics, University of Virginia
Raji Vallury, Associate Professor of French, University of New Mexico
Jason Scott Smith, Associate Professor of History, University of New Mexico

Moderated by Monica Cyrino, Professor of Classics, University of New Mexico

Thursday, October 31, 2013
3:30 to 5:00 p.m. Ortega Hall Reading Room 335

Sponsored by UNM’s
Department of Foreign Languages & Literatures
Join us for music, food, dance, and more!

Friday, March 7, 2014

5:30 Ortega Hall 322 (Lounge)
6:30 Ortega Hall 335 (Reading Room)

Questions/information:
Emma Trentman, etrentman@unm.edu
6th Annual Cultural Studies and Comparative Literature Graduate Student Conference

Mirrored Subjectivities: Technology and Visual Representation in Film and Other Media

Keynote speaker: Dr. Bambi Haggins, Arizona State University

April 18th and 19th, 2014 Student Union Building: Luminaria

Sponsored by: The Department of Foreign Languages and Literatures, the Office of Student Affairs, the Office of the Provost, the Graduate & Professional Student Association

For more information, contact: csconference.unm@gmail.com or visit our website at: fll.unm.edu/CLCSGradConference/index.php
FLL Colloquium

COLONIZING CREATURES
Animals & Empire in Modern East Asia
Friday, February 28, 2:00-4:30pm
Ortega Hall Reading Room, 3rd Floor

Guest Speakers:
Aaron Skabelund
Brigham Young University

Robert Tierney
University of Illinois, Urbana-Champaign
“The Colonial Menagerie of Momotaro”

Moderated By:
Walter Putnam, University of New Mexico
Andre Haag, University of New Mexico

Sponsored by the Department of Foreign Languages and Literatures
UNM’s WORLD LANGUAGE EXPO

SATURDAY, MARCH 1, 2014
ORTEGA HALL, UNM campus

9 a.m. – 1 p.m.
Admission: $2

It’s the world in New Mexico! And everyone’s invited! The World Language Expo brings hundreds of New Mexicans together to share their experience of the world. Past Expos have offered presentations in over 40 languages, from Afghan culture to French truffle-making, from Tahitian dance to Japanese tea ceremonies and polyglot zoos. Our Expo guarantee is that Expo participants will leave knowing a little bit more about the world they live in. Look for a preliminary Expo schedule on-line at fll.unm.edu (click on Language Expo in the left menu) beginning Feb. 10. It will continue to be updated until Feb. 26. Contact Marina Peters-Newell at mpnewell@unm.edu for more info.

EXPO 2013 competition guidelines

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CHALK ART COMPETITION: (weather permitting) At 11 a.m., we will begin the Chalk art competition, just southeast of the duck pond. This can be done individually or as a group. Each participant/participating group will receive different colors of sidewalk chalk, and will be given 20 minutes to create a picture/graphic depicting the theme “Building Bridges of words to the world” The winner/winning group will receive a prize.

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# French Club

## Spring 2014 Events

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<th>Location</th>
<th>Facilitator</th>
<th>Title</th>
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<tbody>
<tr>
<td>Thursday</td>
<td>4pm</td>
<td>Bricklight Dive</td>
<td>Genevieve</td>
<td>Mad Libs en français</td>
</tr>
<tr>
<td>1/30</td>
<td></td>
<td>Bricklelight Dive</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Friday</td>
<td>4pm</td>
<td>Bricklight Dive</td>
<td>Katy</td>
<td>La Saint Valentin</td>
</tr>
<tr>
<td>2/14</td>
<td></td>
<td>Bricklelight Dive</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thursday</td>
<td>4pm</td>
<td>UNM SUB</td>
<td>Lauranne</td>
<td>Le cinéma français contemporain</td>
</tr>
<tr>
<td>2/27</td>
<td></td>
<td>Ortega Lounge (ORTG 322)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Friday</td>
<td>4pm</td>
<td>Ortega Lounge (ORTG 322)</td>
<td>Angelica</td>
<td>French Jeopardy</td>
</tr>
<tr>
<td>3/14</td>
<td></td>
<td>Bricklelight Dive</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thursday</td>
<td>4pm</td>
<td>ORTG 121</td>
<td>Kelly</td>
<td>Les fêtes en France</td>
</tr>
<tr>
<td>3/27</td>
<td></td>
<td>ORTG 121</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Friday</td>
<td>4pm</td>
<td>UNM SUB</td>
<td>Anarita</td>
<td>A Francophone Vacation</td>
</tr>
<tr>
<td>4/11</td>
<td></td>
<td>UNM SUB</td>
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<td></td>
</tr>
<tr>
<td>Thursday</td>
<td>4pm</td>
<td>Bricklelight Dive</td>
<td>Amandine</td>
<td>French Board Games</td>
</tr>
<tr>
<td>4/24</td>
<td></td>
<td>Bricklelight Dive</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Friday</td>
<td>4pm</td>
<td>Bricklelight Dive</td>
<td>Lauranne</td>
<td>La bande dessinée francophone</td>
</tr>
<tr>
<td>5/9</td>
<td></td>
<td>Bricklelight Dive</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
CURRICULUM VITAE
Susanne Baackmann

Educational History
May 1993  Ph.D. German Studies, University of California at Berkeley, California.
  Dissertation: Erklär mir Liebe. Weibliche Schreibweisen von Liebe in der Gegenwartsliteratur
  (Explain Love to Me: How Women Write Love in Contemporary German Literature).

Employment History
1999-present  Associate Professor of German Studies, University of New Mexico, Department of Foreign Languages & Literatures, Albuquerque, New Mexico.
1999-2000  Visiting Scholar, University of California at Berkeley, Department of German.

Books Authored

Books Edited

Special Journal Issues

Articles in Refereed Journals or Edited Volumes (Selections)


14 Book Reviews

Refereed or Invited Presentations (Selections)

2013 “Poetics of Loss or Imaginative Redescriptions? Narrative Strategies in Recent Memory Texts.” GSA Conference, October 2013, Denver, CO.

2011 “Memory Texts and the Child Witness. Dieter Forte’s Das Haus auf meinen Schultern and Hans-Ulrich Treichel’s, Der Verlorene.” GSA Conference, Fall 2011, Louisville, KY.


2004 “The Child as Trope of Memory in Film and Literature.” Memory Contests Conference, University College Dublin, Dublin, Ireland.


Various Professional Recognitions and Grants

Reviewing for National Funding Organizations

2000 Reviewer, Women in German Yearbook

2002 Reviewer, National Endowment for the Humanities
employment history
Associate Professor of French, August 2006-present, University of New Mexico;
Assistant Professor of French, August 2000-2006, University of New Mexico;
Visiting Assistant Professor of French, August 1999-May 2000, University of New Mexico;

education
Ph.D. in French and Francophone Literature, University of Michigan, May 1999;
M.A. in French and Francophone Literature, University of Michigan, May 1994;
J.D. (Law), University of Michigan, May 1993;
Institut des Études Européennes (Law), Université Libre de Bruxelles, Jan.-July 1992; B.S. in Biology, magna cum laude, University of Illinois Urbana-Champaign, June 1990;

teaching experience (selected)
African Folktales and Proverbs
African Women and Liberation Struggle
Advanced French Grammar
Le devoir de violence (African Lit.)
honte et la culpabilité dans la littérature africaine
French Stylistics and Translation
La littérature française tout courte
Féminisme(s) Français et Francophone
The French and the Non-French
(R)évolution de la justice
Beur ou Français?
Bad Boys and Girls de la France
Images of the Self: Ancient Greece to Modern France
Stamp Out Malaria
French Composition (Un regard sur l’Afrique Centrale)
African Great Books
Children in Conflict (African Lit.)
La Criminelle de la France
Ecrire l’Identité au Québec
Three Examples of Post-Colonial Development
French Philosophy and Literature
Images of the State: The Western Tradition

publications
“Jean-Marie Teno: The Legal Outsider of Cameroonian Cinema”, Law and Literature Journal, Farleigh Dickinson U P, 2012 (issue suspended – publication date unknown);
“Oppositional Approaches to Female Genital Mutilation in African Literature”, Empathy and Rage, Oxfordshire: Ayebia Clarke Publishing, 2009; 38-51;
Legal Oppositional Narrative: A Case Study in Cameroon, Lanham (MD): Lexington Books, 2008;
“Hallucinatory Mimicry and the Quest for an Identity à l’Orient.” Dalhousie French Studies 77 Winter 2006; 117-27;
Le déterreur, Légende et vie d’Agoun’chich, Mohamed Khair-Eddine, Yahia, pas de chance, and Nabile Farès entries;
“Témoignage du sang: la justice des vieilles familles.”; The Art and Genius of Anne Hébert; ed. Janis Pallister; Fairleigh Dickinson UP; Madison; 264-73; 2001;
“From a Judicial Authority to a Judicial Power.” Juridis Périodique (1998): 96-99;

Conferences (selected)
“Service Learning in French: Helping Students Help Immigrant Communities,” AATF, Chicago, July, 2012;
“Between Trauma and Entertainment: Child Soldiers as Cultural Critics,” MLA, Seattle, January 2012;
“L’exotisation des rites des enfants-soldats,” RMMLA, Scottsdale, October 2011;
“Telling the Stories Behind the Law: Female Genital Mutilation and Human Rights Law,” MLA, January 2011;
“Child Soldiers in Africa: from Degradation to Reintegration,” ISI Lecture Series, Albuquerque, October 2010;

IV. CV’s Abbreviated Vitae for FLL Faculty
“The Hungarian Sisyphus: Sándor Márai Before Camus,” RMMLA, Albuquerque, October 2010;
“Tuez-les!: les enfants-soldats et l'assassinat des relations traditionnelles,” Conseil international d'études francophones, Montreal, May 2010;
“Jean-Marie Teno: The Legal Outsider of Cameroonian Cinema,” Law and Literature, New York City, April 2010;
“Oppositional Approaches to FGM in African Literature,” MLA; Philadelphia; December 2004;
“French Identity, ‘Muslim Hordes’, and the Chanson de Roland,” ISI Lecture Series “Europe and Islam”; Albuquerque; September 2004;
“Pannes d’essences dans Panne de sens,” Conseil international d’études francophones; Liège; June 2004;
“Hallucinatory Mimicry and the Quest for Identity à l’Orient,” MLA; San Diego; December 2003;
“La justesse et la justice du discours dans les films de Jean-Marie Teno,” Conseil international d'études francophones; New Orleans; June 2003;
Origins, Play, and Dissemination of Derrida: the Production of a Cultural Theorist,” RMMLA; Scottsdale; October 2002;
“The Rhetoric of Illegal Literary Persuasion,” Law & Society; Budapest; July 2001;
“Literature in the Law: The Legal Clando in Cameroon,” Le droit et la littérature; Nice; June 2001;
“Teaching Law Through Literary Theory,” MLA; Washington DC; December 2000;
“The Legality of Literary Theory; Literature on Trial Conference,” Atlanta; October 2000;
“Contemporary Conflict of Legal Traditions in Cameroun: Opinions from Those Who Create Them,” Law & Society; Miami; May 2000;
“Writing Against the Law: Kamerunian Resistance to Cameroonian (In)Justice,” ALA; Lawrence; April 2000;

professional service (selected)

Outside the university:
Member, Board of Directors, “PeacePal” (NGO), August 2013-present;
Editor in Chief, Nouvelles Études Francophones, June 2011-present; Session organizer [multiple CIEF, MLA, RMMLA, and other panels] Member,
Editorial Board, UnCut/Voices; July 2010-present;
Member, Conseil d’Administration, Conseil international d’études francophones; June 2009-13; Member, MLA Executive Committee – Law as Literature Discussion Group; January 2002-December 2004; Co-Author; MLA Discussion Group (Law as Literature) proposal; January 2001 (successful);
Administrative work in Department, College, and University of New Mexico Committees: Chair, Director of Africana Studies Search Committee, January 2013-February 2014; Chair, Assistant Professor of Arabic Search Committee, October 2011-March 2012; Member, African Studies Curriculum Committee, September 2011-present; Member, Honors College Task Force, November 2010-May 2011; Member, African-American History search, Africana Studies, November 2010-January 2011; Member, Athletic Council; August 2009-2013; Member, Honorary Degree Committee, September 2009-2013; Member, African Studies-English assistant professor search committee; September 2007-February 2008; Undergraduate French Adviser, Foreign Languages & Literatures, August 2006-present; Undergraduate Director and Languages Adviser, Foreign Languages & Literatures, August 2006-August 2011; Member, French assistant professor search committee, October 2005-February 2006; Member, Africana Studies Curriculum Revision Committee, August 2005-October 2008; Member, FLL Curriculum Committee, August 2005-present; Director, French Summer Study Abroad Program, August 2001-present; Director, European Studies Program, August 2001-August 2004, August 2007–present; Member, Lower Division Language Coordinator search committee, Fall 2004; Member, International Studies Institute Advisory Committee; January 2004-present; Faculty speaker (“How to Succeed in the Classroom”), LobOrientation, Summer 2000, 2002-present; Graduate Advisor, French, August 2000-August 2003; Member, Classics assistant professor search, September 2001- March 2002; Member, European Studies Summer Scholarship Committee; 2000, 2001-2003,2005-2014; Translator (French), various university departments, 1999-present

IV. CV's Abbreviated Vitae for FLL Faculty
Machiko Bomberger  Japanese  3/23/2014

Education History:

B.A., Keio University, Tokyo Japan , 1980
Major / Japanese Literature
Field of Study / Classic literature and poetry

M.A., Columbia University, 2009
Major / Japanese Pedagogy
Field of Study / Sociolinguistic competence in second language acquisition, Pragmatic
competence in oral proficiency

Certificate:

Certificate for teaching Japanese to non-Japanese, Aoyama language Institute, Tokyo Japan,
1982

Teaching certificate at Middle / High School in Japan, Japanese and Japanese literature, 1980

ACTFL OPI (Oral Proficiency Interview) Tester, 2012

Teaching:

University of New Mexico

1999 ~ 2013  Fall  Japanese 101 and 301
2000 ~ 2014  Spring  Japanese 102 and 302
2005~2009  Fall  Japanese 201
2012~2013 Fall / 2013~2014 Spring  Modern Languages / Supplement Language Study

University of New Mexico Continuing Education

Sandia Laboratories, "Out of Hours" program, Japanese basic, intermediate, advanced and

Service:

Advised students who are studying abroad and applying JET program at UNM, 2000 ~present
Advisor of Japanese Study Club, a Chartered UNM Student Organization, 2003~present

“Suitcase of Japan” program by Japanese Ministry of Education, visited 10 local elementary schools to demonstrate Japanese culture, 2003

Advised Japanese extensive reading group session at UNM, 2004 fall

Initiated Japanese Calligraphy workshop for students of Japanese at UNM, 2005

Member of Less Commonly Taught Language committee at UNM, 2006


New Course Development:
Japanese 411, 2006 fall
Japanese 497 / Supplementary 2hr credit course for 101 and 102 (trial courses for 5hrs credit), 2011 fall and 2012 spring,
Modern Languages / Supplement Language Study 105 (Supplementary 2hr credit course to 101 and 102),
Modern Languages / Supplement Language Study 105 (Supplementary 3hr credit course to 101 and 102)

Supervised Japanese TAs in regards to Japanese pedagogical concerns, 2010 fall ~present

Nomination:

Outstanding Adjunct Faculty at UNM, 2009

Others:

Member of ATJ (Association of Teachers of Japanese)

Member of ACTFL (American Council Teaching Foreign Language)
Lorna (Lorie) Brau  
Associate Professor of Japanese, Dept. of Foreign Languages and Literatures  
MSC03 2080, 1 University of New Mexico, Albuquerque, NM 87131  
Tel.: 505-277-4771   E-mail: lbrau@unm.edu

EDUCATION
Ph.D. New York University Performance Studies 1994  
M.A. University of Michigan Japanese Literature 1980  
B.A. Harvard University Folklore and Mythology 1976 Magna cum laude

EMPLOYMENT
Associate Professor Japanese Lang. and Culture, Dept. of Foreign Lang. and Literatures (FLL) U. of New Mexico July 2008-present  

COURSES DEVELOPED AND TAUGHT
Japanese 101, 102, 201, 202, 302 (Basic, Intermediate, Advanced)  
“Japanese Popular Culture”  
“Supernatural Japan in Folklore, Film, Fiction and Drama”  
“Japanese Passions: Love in Japanese Literature”  
“Japan on Stage: Survey of Japanese performance”  
“Gender in Japanese Popular Culture”  
“Marginality in Japan”  
“Japanese Aesthetics in Art and Everyday Life”  
“The Japanese Family in Historical Perspective: Postwar to the Present”  
“Manga in Japanese Culture/Japanese Culture in Manga”  
“Contemporary Japanese Society”

PUBLICATIONS: Articles in refereed journals and book chapters


**PUBLICATIONS: Books**


**SELECTED INVITED/REFEREED TALKS**


“Soba, Edokko, and Japanese Cultural Identity.” Association for Asian Studies, San Diego, CA, March 21, 2013

“Food and Nationalism in Japanese Food Comics.” International Studies Institute Lecture Series (Food and Culture around the Globe), University of New Mexico.

“Savoring the present in the past: The performance of eating on the rakugo stage.” For the working group, “Moveable Feasts: Food in the theatre.” American Society for Theatre Research, Montreal, Canada, November 20, 2011.


**SCHOLARSHIPS, GRANTS AND AWARDS**


Research Allocations Committee, University of New Mexico, June 2 – July 6, 2004.


**SERVICE**

Advisor, Japanese, 2000 – present

Director, Asian Studies, 2007 – present

Faculty Senate Undergraduate Committee, 2011- present
Pamela L. Cheek

pcheek@unm.edu  (505) 980-1401
Dept. of Foreign Languages & Literature, 1 University of New Mexico, msco3 2080 Albuquerque, NM 87131

EDUCATION & HONORS


Feminist Research Institute Faculty Research Award. University of New Mexico. Fall 2011.
Mellon Fellowship in the Humanities. 1987 cohort.

EMPLOYMENT

Assoc. Prof. of French, Dept. of Foreign Languages & Literatures, University of New Mexico. 8/2002 – present. Affiliated American Studies, Women’s Studies, European Studies.
Asst. Prof. of French, Dept. of Romance Languages, University of Pennsylvania. 1994 – 1996.

PUBLICATIONS


6 Book Reviews and Review Essays, 3 Encyclopedia entries, 3 short translations.

SELECTED RECENT CONFERENCE PAPERS


IV. CV’s Abbreviated Vitae for FLL Faculty

“From Comparative Sexuality to Comparative Literature.” British Women Writers Conference, Texas A & M University, College Station, TX. April 9, 2010.


**TEACHING**

**Courses:**

Undergraduate French: French 101, French 305: Phonology; French 301 & 302: 3rd year language; French 351: Literature pre-1789; French 335: Paris; French 345 & 346: Culture pre- and post- 1789.

Undergraduate Comparative Literature: A & S 101: Walking in the City; Comp. Lit 224: Intro. to Comp. Lit; Women’s Studies 410: Intro to Feminist Theory.

Graduate French: French 532: (17th and 18th Century, various topics) best-sellers, theater, the novel; French 585: Paris and Literature.

Graduate Comparative Literature: Comp. Lit 580 (various topics): European Women Writers, Foucault, Literature of Travel, Caribbean Women Writers; Comp. Lit. 500: Intro. Literary Theory.

[Student Evaluation Scores: 4.3 - 5.0 out of 5.0 (IDEA forms), 5.0 - 6.0 out of 6.0 (ISECS forms)]

**Committees:**

Ph.D.: Chair of 5 completed. Chair of 1 in progress. Committee member of 11 others.

M.A.: Chair of 23 completed. Chair of 3 in progress. Committee member of 25 others.

Undergraduate Honors. 6 students.

**SERVICE**


Graduate Director. Fall 2012-present.

A & S Tenure and Promotion Committee. 2006-07.

Director or Advisor. Program in Comparative Literature and Cultural Studies. 1998-2007.

Director. Francophone Summer School of the University of New Mexico. 1996-1999.

Other Departmental Service: Mentor to 3 tenure-track colleagues (2 successfully tenured, 1 in progress), Member of Chair’s Advisory Committee, Coordinator of Outcomes Assessment, Graduate Committee, Member of 3 Search Committees, Organizer, on campus colloquia.

Community Service: French in the Schools, Science in the Schools, Albuquerque Public Schools.

National Service: Article and Book Referee, External Tenure Reviewer, External Department Reviewer, Prize Selection committee.
MONICA SILVEIRA CYRINO  
Professor of Classics, Presidential Teaching Fellow  
Department of Foreign Languages & Literatures, University of New Mexico

AREAS of SPECIALIZATION:  
Ancient Greek Poetry, Ancient Sexualities, Reception Studies, Classics & Cinema

EDUCATION:  
Ph.D. in Classical Philology  
Department of Classics, Yale University: May 1992

ACADEMIC EMPLOYMENT:  
Professor of Classics, University of New Mexico, 2007 to present  
Associate Professor of Classics, University of New Mexico, 1999-2007  
Assistant Professor of Classics, University of New Mexico, 1993-1999  
Visiting Assistant Professor of Classics, University of New Mexico, 1990-1993

PUBLICATIONS: (selected)  
Book Series Edited:  
- Screening Antiquity, a series on the Reception of the Ancient World on Screen, co-editor with Lloyd Llewellyn-Jones, Edinburgh University Press.

Books Authored:  

Books Edited:  
- Cinemythos: Classical Mythology in Film and Television. In preparation for Palgrave Macmillan.  
- Rome, Season Two: From Trial to Triumph. Under contract for Edinburgh University Press.  

Textbook:  

Articles in Refereed Journals:  

Online Bibliographical Article:  

Chapters in Edited Volumes:  


Companion & Encyclopedia Articles:


CURRENT TEACHING AREAS:
Classics in Translation: Greek Mythology, The Classical Tradition, The Ancient World in Film & Television
Advanced/Graduate Greek: Homeric Hymns, Lyric Poetry, Tragedy (esp. Euripides)
Advanced/Graduate Latin: Roman Elegy, Vergil, Horace

Graduate Advising: chaired 11 MA committees, and member of 12 MA committees since 2000.

Teaching Awards:
Excellence in Teaching Classics Award, American Philological Association, 1998-99
UNM Alumni Association Faculty Teaching Award, 2002
UNM Presidential Teaching Fellowship Award, 2000-2002
UNM College of Arts & Sciences Gunter Starkey Teaching Award, 1998-1999
UNM Outstanding Teacher of the Year / Faculty Achievement Award, 1994-1995
UNM Daily Lobo “Lo Mejor” (“The Best”) Student Poll:

SERVICE: (selected)
CAMWS President, 2013-2014
CAMWS Program Committee, 2011-2014; Chair, 2013-14
CAMWS Vice President for the Rocky Mountain Region, 2009-2012
CAMWS Executive Committee (Chair, Membership Committee), 2001-2008
College of A&S Senior Promotion Committee, 2008-10; Chair, 2009-2010
Director of Comparative Literature/Cultural Studies Program, 2011-14
Chair’s Advisory Committee, 2010-14, 2005-07, 1998-99
Director of Undergraduate Studies, 2008-09, 2002-03, 1994-2000
Languages Undergraduate Major Advisor, 2008-09, 2002-03, 1994-2000

IV. CV's Abbreviated Vitae for FLL Faculty
**EDUCATION**

*University of California, Los Angeles*
- Ph.D. in Classics / Medieval Latin *1988*
- C. Phil. in Classics / Mediaeval Latin *1984*

*University of Hawaii at Manoa*
- M.A. in Classics / French & German *1981*

*University of California, Los Angeles*
- B.A. in Classics / Latin *1978*

**AWARDS**
- Graduate Fellowship, University of California
  - 1981 – 1983
- President’s Fellowship, University of California
  - 1977 – 1978

**TEACHING EXPERIENCE**

*University of New Mexico*
- **Lecturer** - Italian, Latin and Religious Studies
  - Elementary and Intermediate Italian
  - Dante and Medieval Studies
  - Classical and Medieval Latin
  - 1990 – 2014

*University of New Mexico*
- **1990 – 2014 Italian Advisor**

*University of Hawaii at Manoa*
- **Lecturer** - Italian
  - Beginners and Intermediate Italian
  - Italian Literature
  - Latin and Greek
  - 1979 – 1981
RELATED EXPERIENCE

University of California, Los Angeles

Researcher / Editor 1981 - 1983
Edited 8th – 10th century Medieval Latin Manuscripts from Ireland, Germany, France and Italy, including monastic, patristic and biblical texts.

Melisa Bookstore, Lugano, Switzerland

Book Consultant 1968 - 1971
Ran the international division of the bookstore and provided publication summaries over a wide range of titles in German, French, Italian and English.

Freelance Work

Translator / Editor Present
Texts and Lyrics in Medieval Latin, French and Italian

PUBLICATIONS AND PAPERS

- “A Sardinian Grammar for the English Reader”, UCLA President’s Fellow Paper, 1978
- “Charlemagne’s Cultural Legacy”, Paper presented at Medieval Studies Seminar, University of New Mexico 1995

COMMUNITY SERVICE

Italian Conversation Meeting

MEMBERSHIPS

- Smithsonian Institute
- National Geographic Society
- Archaeological Institute of America
EDUCATION


June 2002 M.A., Classics, University of California, Los Angeles.


August 1997 Certificate of Completion, Ancient Greek Summer Intensive Course, University of Texas, Austin.

May 1996 B.A., Liberal Arts, St. John’s College, Santa Fe, NM. Honors Thesis: “Reading and Imitation: An Analytic and Interpretive Study of Don Quixote,” directed by Dr. Sally Dunn.

EMPLOYMENT HISTORY

Assistant Professor of Classics, 2008-present, Department of Foreign Languages and Literatures, University of New Mexico, Albuquerque, New Mexico.

Visiting Assistant Professor of Classics, 2007-2008, Department of Foreign Languages and Literatures, University of New Mexico, Albuquerque, New Mexico.

RESEARCH INTERESTS

Greek Epic, Early Greek Poetics, Mythology, Narratology, Film Theory, and Phenomenology.

PUBLICATIONS

Books

Articles

Under Review

In Preparation
1. Homeric Cinematography: Reading the “Visual” in Homeric Epic. Manuscript (approx. 100,000 words).

SELECT CONFERENCE PAPERS AT PROFESSIONAL MEETINGS AND COLLOQUIA

5. “Trimalchio as Cultural Theorist: The Semiotics of Ambition in the Cena Trimalchionis.” Classical Association of the Middle-West and South, Oklahoma City, OK (March 2010).
6. “Reading a Text Like a Film: Tracing Cinematic Conventions within Ancient Literature.” Classical Association of the Middle-West and South, Minneapolis, MN (April 2009).

SELECT INVITED GUEST TALKS

TEACHING
AUTHORS AND TEXTS TAUGHT IN ANCIENT GREEK AND LATIN
Homer, iliad, Odyssey; Hesiod, Theogony, Works and Days, Catalogue of Women; Gorgias, Encomium to Helen; Herodotus, Histories Book I; Euripides, Cyclops, Helen; Isocrates, Encomium to Helen; Plato, Ion, Gorgias, Phaedrus, Republic I, III, X, Symposium; Xenophon, Anabasis, Hieron; Theocritus, Idylls; Lucian, Dialogues; Catullus, Catullina; Pliny the Younger, Epistles; Ovid, Ars Amatoria, Heroides; Petronius, Satyrina; Apuleius, Metamorphoses.

COURSES IN GREEK AND ROMAN CULTURE & LITERATURE TAUGHT IN TRANSLATION
Classical Mythology; Greek Civilization; Death and the Afterlife in Early Greek and Roman Thought; Homer, Hesiod, and the Near East; Homeric Cinematography; The Trojan War: Tradition and Reception; Tyranny in Ancient Greek Thought; Greek Lyric Poetry; Hesiod and the Homeric Hymns; Euripidean tragedy; Aristophanic comedy; Roman literature of the Neronian period.

BEGINNING LANGUAGE INSTRUCTION
Beginning Ancient Greek; Beginning and Intermediate Latin; Summer Intensive Greek Workshop; Summer Intensive Latin Workshop

SERVICE
Director of Undergraduate Studies, UNM, Department of Foreign Languages and Literatures (January 2012-present).
Advisory Committee, UNM, Department of Foreign Languages and Literatures (January 2013-May 2013).
Faculty Search Committee: Director, for Russian VAP (March 2014-May 2014); Director, for Arabic Studies Lecturer II (October 2013-December 2013); Member, for Russian VAP (October 2012-March 2013); Member, for Assistant Professor of Classics (October 2011-March 2012).
Regional Vice President for the Rocky Mountain Region, Classical Association of the Middle West and South (August 2012-present).
Committee Member, The Susan Deece Roberts Outstanding Teaching Assistant Award Committee, UNM, College of Arts and Sciences (Spring 2010, Spring 2011).
Graduate Admissions & Affairs Committee, UNM, Department of Foreign Languages and Literatures (August 2008-present).
Classics Graduate Student Advisor, UNM, Department of Foreign Languages (August 2008-present).
Vice President for the State of New Mexico, Classical Association of the Middle West and South (August 2007-May 2012).
Vice President for the State of New Mexico, Society for the Promotion of Latin (August 2007-May 2012).
Classics Undergraduate Student Advisor, UNM, Department of Foreign Languages and Literatures (August 2007-May 2008).

IV. CV's Abbreviated Vitae for FLL Faculty
Greek and Latin Language and Literature · Ancient Mediterranean Religions · Greek, Latin, and Indo-European Linguistics · Contacts Between Greece and Near Eastern Literatures and Cultures

Education

- Ph.D, Classics, Ohio State University, May 2014 (Defense date: March 24, 2014)
  - Certificate earned: Graduate Interdisciplinary Specialization: Religions of the Ancient Mediterranean
- M.A., Linguistics, University of Georgia, May 2009
  - Historical track
- B.A., Lee University, May 2007
  - Majors: Spanish and Theology (Double major)
  - Minor: Biblical Languages (Koine Greek and Biblical Hebrew)

Dissertation

“Through the Grapevine: Tracing the Origins of Wine” (Advisors: Carolina López-Ruiz, Classics; Brian Joseph, Linguistics; Sam Meier, Near Eastern Languages and Cultures)
  - An interdisciplinary study of the origins of wine and its spread from the Near East throughout the Mediterranean world
  - Examines evidence from Greek and Roman literature, Near Eastern literature, linguistics, and archaeology to arrive at a new synthesis

Publications


Teaching Experience

Graduate Seminars

- Gender in Ancient Religion, Methodist Theological Seminary of Ohio, January-May 2014
- Jews in the Greco-Roman World, Methodist Theological Seminary of Ohio, August-December 2013
- Summer Intensive Greek Seminar, Ohio State University, May-July 2013

Language Courses

- Introductory Latin, Wittenberg University, August 2013-December 2013
- Introductory Greek (two-semester course), Wittenberg University, August 2012-May 2013
- Introductory Greek (two-semester course), Ohio State University, August 2012-May 2013
- Introductory Latin (four-quarter course), Ohio State University, March 2011-June 2012

Lecture Courses

- Classical Mythology, Ohio State University, June 2011-August 2011
- Classical Background of Scientific Terminology (online component), Ohio State University, September-December 2010

TA Experience

- Ancient Greek Literature, Ohio State University, January-March 2011
-Generative Syntax, University of Georgia, August-December 2008
-Elementary Greek (four semesters), Lee University, August 2005-May 2007
-Spanish Laboratory (two semesters of two sections each), Lee University, August 2004-May 2005

Academic Conferences

-American Philological Association Annual Meeting, Chicago, January 2014
  -Presented a poster entitled “From Hebrew to Latin: Verbs in Translation in the Book of Ecclesiastes”
-Society of Biblical Literature Annual Meeting, Baltimore, November 2013
  -Presented a paper entitled “From Hebrew to Greek: Verbs in Translation in the Book of Ecclesiastes”
-Duke-UNC Classics Colloquium, Duke University, April 2013
  -Presented a paper entitled “Community Under Siege: Jewish Identity During the Time of the Maccabees”
-The 10th Annual Martin Luther King Linguistics Symposium, Ohio State University, January 2013
  -Presented a paper entitled “Wine and the Early Indo-Europeans”
-Midwestern Consortium for Greek Linguistics, University of Chicago, March 2012
  -Presented a paper entitled “The origins of the –OVTIQÇ participle in Medieval and Modern Greek”
-Salzburg Seminar: America and the World, Salzburg, Austria, June 2006
  -Helped to present a project on international relations
-Tennessee Collegiate Honors Conference, Nashville, February 2006
  -Presented a paper entitled “Cortés y su conquista del imperio azteco”
-Tennessee Collegiate Honors Conference, Nashville, February 2005
  -Presented a paper entitled “Ashura: A Shi’ite Holiday”

Other Professional Experience

-Translated an article from Spanish to English (Amalia Lejavitzer Lapoujade, “The Roman Vina Condita: The Origins of Absinthe and Other Liquors”, in Patrimonio Cultural de la Vid y del Vino, edited by Sebastián Celestino Pérez and Juan Blánquez Pérez, Madrid: Autonomous University and Institute of Archaeology, 2013), April 2011
-Tutored fellow Classics graduate students in Biblical Hebrew, September 2010-June 2012
-Tutored high school students in Latin, November 2009-August 2011
-Worked at Duke TIP, June-July 2009
  -Led a group of 8-12 adolescents as a Residential Counselor
-University-Wide Research Assistant, University of Georgia, August 2007-May 2009
  -Aided professors from various departments with their research
  -Served as a teaching assistant for a Generative Syntax class
-Manager of Spanish Tutoring Program, Lee University, August 2005-May 2007
  -Recruited and supervised tutors
  -Ensured the smooth running of the program
-Vice-President of Kairos Scholars, Lee University, August 2005-May 2007
  -Helped design and implement classes for the honors program
  -Managed yearly “quiz bowl”
-President of Sigma Delta Pi Spanish Honors Society, Lee University, May 2006-May 2007
  -Directed activities for the club
-Peer Advisor, August 2005-May 2007
  -Helped students to successfully register for classes

Languages

-Full proficiency: English, Spanish
-Full reading and teaching proficiency: Ancient Greek, Latin, French, Italian, German, Portuguese
-Teaching proficiency: Biblical Hebrew, Gothic
-Philological proficiency: Sanskrit (Vedic/Classical), Avestan (Young), Hittite, Old Irish, Akkadian (Middle Babylonian), Egyptian (Middle)
ACADEMIC APPOINTMENTS

University of New Mexico, Albuquerque
Assistant Professor of Japanese August 2013-present
Department of Foreign Languages and Literatures

EDUCATION

Stanford University

Ph.D. in Japanese Literature and Culture June 2013
Dissertation: “Fear and Loathing in Imperial Japan: The Cultures of Korean Peril”

MAJOR PUBLICATIONS

CHAPTERS IN EDITED VOLUMES


Translation: “Kare & Kanojo: The Shifting Referents of Two Translation Pronouns,” by Yanabu Akira, I. Levy, ed., Translation in Modern Japan (Routledge, 2010).

UNIVERSITY AND RESEARCH ASSOCIATION JOURNAL ARTICLES


TRANSLATIONS

“Slow is Beautiful,” by Oiwa Keibo, J. Schnapp, ed., Speed Limits (Skira, 2009).


TEXTBOOK

Colonial Korea in Historical Perspective, co-authored with Hyo-Jung Jang (Stanford Program in International and Cross-Cultural Education, 2013).

TEACHING

Main Teaching Areas: Modern Japanese literature and culture, advanced Japanese language, readings in Japanese, politics & international conflict in literature

JAPN 339 “Imperial & Post-Colonial Japan: A Cultural of the Japanese Empire and its Postwar Legacy,” University of New Mexico (Spring 2014)

JAPN 411 “Advanced Readings in Japanese,” University of New Mexico (Fall-Spring 2013-2014)

JAPN 339-2 “Japanese Literature Meets the Modern World: Survey of Modern Japanese Literature in Translation” University of New Mexico (Fall 2013)


“An Enduring Kyoto,” Stanford Overseas Seminar, Lecturer and student coordinator with Harumi Befu, Kyoto, Japan (Summer 2007).


UNIVERSITY AND DEPARTMENTAL SERVICE

Asian Studies thesis advising

Development of new East Asian Studies major program with Lorie Brau
Xiang He
Curriculum Vitae

Department of Foreign Languages and Literatures 8300 Wyoming Blvd. NE Apt. 302
University of New Mexico Albuquerque, NM 87113
Albuquerque, NM Email: xhe@unm.edu

Education
Ph.D. Comparative Literature, New York University, May 2013
M.A., Peking University, Comparative Literature and Culture, July 2003
B.A., Peking University, Chinese Literature, Best Graduate of the Year, July 2000

Dissertation
An Incomplete Socialist Modernity: Representation of the Socialist New Man in Chinese Literature, Film and Aesthetic Debate, 1953-1964

Languages
Native fluency in Chinese; Nearly native fluency in English

Honors, Grants and Fellowships
Provost Office’s Funding for Faculty-Led China Study Abroad Program, University of New Mexico, 2013
Dean's Student Travel Grant, New York University, 2009
McCracken Fellowship, New York University, 2003-2008

Teaching and Research Interests
Modern Chinese literature and film; socialist and post-socialist modernity; aesthetics and literary theory; gender theory and intellectual history

Invited Talk:
“China Then and Now”, Roundtable discussion, Maxwell Museum of University of New Mexico, March 29, 2014

“Literary Youth” and His Utopia: Rereading Wang Meng’s The Newcomer, East China Normal University, July 24, 2013

Conference and Workshop Papers
Representing Flâneur in Post-Socialist Urban China, Annual Conference of American Comparative Literature Association, New York University, March 18-22, 2014


IV. CV's Abbreviated Vitae for FLL Faculty

The Life Story of Peasants: Mapping and Subverting Social Totality, Annual Conference of American Comparative Literature Association, Harvard University, March 27-29, 2009

“The Old” or “the New”? -- The Studies of Dream of Red Chamber in 1930s’ Print Media, Association for Asian Studies New York Conference (NYCAS), SUNY Binghamton, October 2007

The Problems of “Radical Urbanization” in Haussmanization, Workshop “Translating Walter Benjamin’s Arcades Project”, Peking University, August 15-18, 2007

Publications
The Incomplete Life Story of the New Man: On Liu Qing’s The Builders, Frontiers of Literary Studies in China, Higher Education Press and Springer -Verlag GmbH, June 2012

Translation
Batele: Jianyan de zhutixing, (Butler: “Performing Subjectivity”), Jacques Lezra’s talk at Critical Theory and Modern Chinese Literature Forum, Beijing University, August 2, 2013


Zai Lishi zhong faxian Qimeng (Bookreview of Wang Hui’s The Rise of Modern Chinese Thought) Ban Wang, Qinghua Daxue Xuebao (Journal of Tshinghua University: Philosophy and Social Science), September 23, 2008


Dangdai dushi wenhua yu xiandaixing wenti (“Modern City Culture and the Problem of Modernity”) Thomas Bender, 2006, Luo Gang ed., DiGuo, Dushi yu Xiandaixing (Empire, City and Modernity), Jiangsu People’s Press, 2006


Academic Activities
Leading faculty of UNM China Study Abroad Program, May 12-26, 2013
Undergraduate Advisor of Chinese Program at Department of Foreign Languages and Literatures, University of New Mexico, since 2012
TANIA IVANOVA-SULLIVAN
Assistant Professor of Russian
Department of Foreign Languages & Literatures, University of New Mexico

RESEARCH SPECIALIZATION
Bilingualism, L1 and L2 acquisition, L1 attrition, Slavic semantics and pragmatics, Heritage languages in the USA, Textological tradition of Slavic medieval manuscripts

EDUCATION
Ph.D. in Slavic Linguistics, Department of Slavic and East European Languages and Literatures, The Ohio State University: August, 2005

ACADEMIC EMPLOYMENT
Assistant Professor of Russian, UNM, 2008-present
Visiting Assistant Professor of Russian, UNM, 2007-2008
Visiting Assistant Professor in Slavic Linguistics, OSU, Slavic Department, 2006-2007

PUBLICATIONS:
Books authored:

Books edited:

Articles in Refereed Journals and Conference Proceedings:
- “Bulgarian Crime Fiction: From Artistry to Arbitrariness.” (with Y. Hashamova), Balkanistica 25 (2012): 75-100

Chapters in Edited Volumes:


**GRANTS AND AWARDS**

*Large Research Allocation Grant, University of New Mexico*, Fall 2011  
*Course development small grant*, National Security Studies Program, UNM, Summer 2010  
*Fulbright-Hays Fellowship of the Department of Education*, 2006

**TEACHING EXPERIENCE**

Intermediate Russian I and II  
Advanced Russian I and II  
Russian non-fiction in Russian  
Understanding others (senior seminar in sociolinguistics)  
19th-century Russian culture and history through film in translation  
20th-century Russian culture and literature in translation  
Balkan culture: construction of identities  
Approaches to foreign languages and cultures (large introductory course in linguistics)

**SERVICE TO THE PROFESSION**

Reader of applications for the Critical Languages Scholarship Program (2013)  
Reviewer for the journal “Second Language Research” (2011)  
Evaluator of a grant proposal for the Standard Research Grants Program of the Social Sciences and Humanities Research Council of Canada (2010)  
Referee for Oxford University Press, Section “Foreign Dictionaries” (2007-2010)  
National Heritage Language Resource Center Affiliate, UCLA (2010-present)

**DEPARTMENTAL AND UNIVERSITY SERVICE**

Russian Undergraduate Adviser (UNM, Fall 2013-present)  
Advisory Committee, International Studies Institute (UNM, Fall 2010-present)  
Advisory Committee, National Security Studies Program (UNM, Fall 2010-present)  
Advisory Committee, Language Learning Center (UNM, Fall 2011-present)  
Faculty Senate Committee, Undergraduate Studies (UNM, 2009-2012)  
Graduate Teaching Awards Subcommittee (UNM, Spring 2010)

IV. CV’s Abbreviated Vitae for FLL Faculty
CARMEN NOCENTELLI

Department of Foreign Languages & Literatures
MSC03 2080
1 University of New Mexico
Albuquerque, NM 87131-0001
Email: nocent@unm.edu

ACADEMIC EMPLOYMENT

2012- Present  Associate Professor of English and Comparative Literature, University of New Mexico
2004-2012  Assistant Professor of English and Comparative Literature, University of New Mexico

EDUCATION

2004  Ph.D., Comparative Literature - Stanford University
1992  M.A., Literature - American University
1990  Laurea (Summa Cum Laude), English - Università degli Studi di Roma “La Sapienza”

SELECT PUBLICATIONS

BOOKS

ARTICLES AND CHAPTERS

TRANSLATIONS

SELECT FELLOWSHIPS AND AWARDS

2011  Gladys Krieble Delmas Foundation Grant, Folger Shakespeare Library
2008-2009  National Endowment for the Humanities Fellowship, Newberry Library
2008  Julia M. Keleher and Telfair Hendon Jr. Faculty Award, Dept. of English, UNM
2007  Mayers Fellowship, Huntington Library
2006  Audrey Lumsden-Kouvel Fellowship, Newberry Library
2006  Large Research Grant, UNM Research Allocation Committee
2005  Susan Geiger Faculty Award, UNM Feminist Research Institute Board
2003  J. Douglas Canfield Award for Postgraduate Scholarship, Journal for Early Modern Cultural Studies (JEMCS) board
1998-1999  Mrs. Giles Whiting Dissertation Fellowship, Stanford University
1997-1998  Stanford Humanities Center Pre-Doctoral Fellowship
1993  Salzburg Seminar Fellowship
1990-1992  Fulbright Scholarship

RECENT SEMINARS, LECTURES, AND TALKS
Apr. 2014  “Brothers and Others.” Shakespeare Association of America seminar, St. Louis, MO
Dec. 2013  “Beyond the Black Legend.” IMEMS/Culture and Difference Lecture, Durham University, Durham, England

REPRESENTATIVE COURSES
GRADUATE: Shakespeare and Cultural Transmission (ENGL582/COMP580); Epic and Empire: From Virgil to Spenser (ENGL680); Early Modern Embodiments (ENGL552); The Global Renaissance (ENGL552/COMP580); Shakespeare and Race (ENGL582)
UNDERGRADUATE: Magic, Witchcraft, and Science (COMP432/ENGL432/FREN432); The Global Renaissance (ENGL452); The Renaissance and Its Discontents (COMP480/ENGL452); Inventing America, 1492-1624 (COMP432/ENGL432/FREN432/LTAM400); Early Shakespeare (ENGL352); Later Shakespeare (ENGL353); European Literature and the Age of Exploration (COMP380/ENGL315); Literary Questions: Images of the State (COMP224)

REPRESENTATIVE SERVICE
MLA Delegate Assembly, Comparative Studies in Renaissance and Baroque (2012-2015)
Director, Program in Comparative Literature and Cultural Studies, UNM (2014-Present)
Associate Chair for Tenure and Promotion, Dept. of English, UNM (2012-Present)
Director of Undergraduate Studies, Dept. of Foreign Languages, UNM (2011-2013)
Graduate Committee, Dept. of English, UNM (2009-2010)
Feminist Research Institute Board, UNM (2007-2008; 2009-2010)
Graduate Committee, Dept. of Foreign Languages, UNM (2007-2008)
Curriculum Committee, Dept. of Foreign Languages, UNM (2005-2006)
Job Search Committee, Dept. of English, UNM (Fall 2005)
Undergraduate Committee, Dept. of English, UNM (2005-2009)
Pei, Jinghua 裴菁华
Ortega Hall 320, University of New Mexico, Albuquerque, NM 87131
Email: jpei@unm.edu Phone: (319) 930 9049

Education

- The University of Iowa, Iowa City, IA
  M.A. in Teaching Chinese as a Foreign Language
  Jul. 2012
- Certificate of Qualification for Teachers of Chinese to Speakers of other Languages
  China’s National Office for Teaching Chinese as a Foreign Language
  Sep. 2009
- Capital Normal University, Beijing, China
  B.A. in Translation with a focus on Chinese, English and Spanish
  Jul. 2009

Professional Teaching Experiences

- Lecturer in Chinese Language
  Department of Foreign Languages and Literatures, University of New Mexico, Albuquerque, NM
  Aug. 2012 ~ present
  Teaching courses on all levels and serving as language coordinator for the Chinese program
  Developing new courses for the Chinese curriculum
  Organizing Chinese Festivals, supervising the UNM Chinese Club and in charge of program outreach
  Actively presenting Chinese culture at the annual New Mexico World Language Expo

- Teaching Assistant and Head Instructor
  Chinese program, The University of Iowa, Iowa City, IA
  Aug. 2010 ~ May 2012
  Taught undergraduate courses of Chinese;
  Organized Chinese Festival Celebrations, Hand-writing Contests, and “Chinese Corner”

- Instructor
  Confucius Institute, Autonomous University of Yucatan, Merida, Mexico
  Nov. 2009 ~ Jul. 2010
  Taught Introduction to Chinese, Chinese Level 1, 2, and 3, HSK (Hanyu Shuiping Kaoshi) Intensive
  Organized cultural events and trained students in traditional Chinese artistic skills

- Coordinator and Instructor
  “Ni Hao” Summer Program for Children, Merida, Mexico
  Jul. 2010
  In charge of curriculum design, class teaching and volunteer training

- Instructor
  Department of Economics, Autonomous University of Yucatan, Merida, Mexico
  Feb. ~ Jun. 2010
  Taught Chinese 1 for Commercial Majors

Research & Projects

- Kinesthetic Ideas on Teaching Chinese in a Foreign Language Classroom
  Feb. 2014
  Presentation at 9th Annual OSET Success in the Classroom Conference, University of New Mexico

- CFL Collaborative Reading Study
  Case study of beginning-level Chinese students conducting collaborative reading, University of Iowa

- Research Assistant
  May. 2011
  Prof. Ke Chuanren's Henry Luce Foundation-funded research project titled "Second Language Acquisition of Chinese: Progress Trajectories and Effects of Learning Context."
  Rating L2 Chinese learners' speech samples from the Chinese Speaking Test (also called "Chinese SOPI" (Simulated Oral Proficiency Interview)) collected from Chinese language programs in the US and Chinese study
abroad programs in China.

- **Teaching Website on Classical Chinese (Confucius)**
  Aug. ~ Dec. 2010
  <http://myweb.uiowa.edu/jinpei/>, Multimedia & SLA course project, The University of Iowa

- **The Application of ESL Theories in the Construction of English Learning Website**
  Student research project, Capital Normal University

- **“Couch Talk”**
  Field research about foreign students learning Chinese in China
  Dec. 2007

**Training**

- **Participant, Intensive workshop on the ACTFL** (American Council on the Teaching of Foreign Languages)
  Chinese Oral Proficiency Interview (OPI), The University of Iowa
  Feb. 2011

- **Participant, Training program for teachers of Chinese to speakers of other languages**, Beijing International Education Exchange
  Mar. ~ May 2009

**Service**

- **UNM Language Learning Center Advisory Committee**
  2013 ~ present

- **Volunteer**
  YFU (Youth For Understanding), Beijing, China
  May 2009
  Searched and arranged home-stay families for foreign students coming to learn Chinese in Beijing

- **Volunteer**
  Chinese Education Tour Program, Beijing Institute of Educational Exchange & Capital Normal University, Beijing, China
  Tutored Chinese and helped American students in internship orientation and cultural trips in Beijing

- **Anchorperson**
  Campus Broadcasting Station, Capital Normal University, Beijing, China
  Designed and hosted news broadcasting and music programs;
  Hosted college-wide celebrations at Capital Normal University

**Work Experiences**

- **Translator, Beijing, China**
  May ~ Aug. 2009
  Conducted translation for programs of World Report in World Report Program, TVE

- **General Manager Assistant, Long Tan Gong Museum Co. Ltd, Beijing, China**
  May ~ Aug. 2009
  Carried out organizational work and translation

- **Interpreter, China Central Television, Beijing, China**
  Apr. 2009
  Interpreted for CCTV’s serial reports in the United States

- **Assistant at the Secretariat, Education Forum For Asia, Beijing, China**
  Nov. ~ Dec. 2008
  Assisted in organizing the first High-Level Forum on China’s Privately-funded Education

- **Spanish-Chinese Interpreter, Beijing, China**
  Interpreted for Televisa, Mexico, at the 29th Beijing Olympics

- **Administrator and Editor**
  Beijing Int-Century Information Technology Co., LTD, Beijing, China
  Administered and edited for the language learning website <www.dioenglish.com>

**Honors & Membership**

- Member, The Chinese Language Teachers’ Association (CLTA)
  present

- “Outstanding College Graduate”, awarded by the Municipality of Beijing
  Jul. 2009
Educational History:

Employment History:
- Lecturer: Aug, 1997 – present, FLL, UNM (Principal lecturer from Spring 2013)
- Coordinator, lower-division languages, Jan., 2005 – present, FLL, University of New Mexico, Albuquerque, NM

Professional Recognition:
- Student Service Award, 2001, University of New Mexico.
- Outstanding Teacher Award, 1999, New Mexico Organization of Language Educators.

Teaching:
- Modern Languages 500: grad seminar in Second Language Acquisition.
- FRENCH 502: grad seminar in medieval Arthurian tales
- FRENCH 512: grad seminar on Montaigne
- FRENCH 600: grad seminar on Rabelais
- FRENCH 508/509: grad seminar series on reading French (also developed on-line)
- FRENCH 345: undergrad survey of French culture from 1000 – 1789
- FRENCH 351: undergrad survey of French literature from 1000 – 1789

Service:
- Annual coordination of UNM’s World Language Expo, March 2000 – March 2014. (for NM high schools, and community. Over 1000 participants in over 75 workshops in the 2014 Expo)
- Ongoing support for NM language organization (NMOLÉ New Mexico Organization of Language Educators). Former President, secretary, member of numerous committees, offered many SLA workshops, both on-line as webinars and face-to-face.
Walter Putnam  
Department of Foreign Languages & Literatures  
University of New Mexico  
Albuquerque, NM 87131

EDUCATIONAL HISTORY

B.A., 1974, Duke University, English.

EMPLOYMENT HISTORY

Chair, 2010-present, Department of Foreign Languages & Literatures, University of New Mexico.
Professor, 1996-present, French and Comparative Literature, University of New Mexico.
Chair, 1996-2000, Department of Foreign Languages & Literatures, University of New Mexico.

SCHOLARLY ACHIEVEMENTS

Books Authored


Selected Recent Articles in Refereed Journals and Chapters in Edited Volumes

"Please don't feed the natives: Human Zoos, Colonial Desire, and Bodies on Display." FLS XXXIX (2012): 55-68.
“Stuffed Animals and the Predicament of Culture: Lost in the Bedroom Jungle.”
*Reconstruction* 3:3 (Summer 2003) “Solutions/Fixations.”


**Translations**


**TEACHING**

**Undergraduate (often taught multiple times):**

Literary Translation.
Survey of French Literature (Middle Ages to 18th century).
Survey of French Literature (19th and 20th centuries).
French History of 19th century.
French Phonology.
French Cinema.
Modern French and Francophone Poetry.
Contes et Nouvelles (19ème et 20ème siècles).
Question of the Animal
Surrealism

**Graduate (often taught multiple times):**

Zoophilosophy
French Literary Colonialism
Representations of Africa.
Francophone Autobiographies.
Post/Colonial Discourses.
Autobiography.
Seminar on André Gide.
French and Francophone Novel.
French and Francophone Poetry.
Katrin Schroeter  
**Curriculum Vitae**

Department of Foreign Languages and Literatures  
MSC03 2040  
Ortega Hall 347C  
1 University of New Mexico  
Albuquerque, NM 87131-0001  
kaddisch@gmail.com  
phone: 505-277-7367  
fax: (505) 277-9138

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**Current Position**  
Associate Professor of German and Media Arts

**EDUCATION**

- **Ph.D.**  
  Brown University, Providence, R.I., USA  
  Ph.D. Program in Special Graduate Studies:  
  German Studies & Modern Culture & Media  
  May 1996

- **M.A.**  
  Brown University, Providence, R.I., USA  
  German Language and Literature  
  May 1988

- "Staatsexamen"  
  "Wilhelm Pieck" University, Rostock, GDR  
  English and German literature and linguistics,  
  methodology of teaching  
  July 1985

**EMPLOYMENT HISTORY**

- **Associate Professor**  
  Fall 2003 – present  
  University of New Mexico

- **Assistant Professor**  
  Fall 1996 - 2003  
  University of New Mexico

- **Lecturer II**  
  Fall 1994 - Spring 1996  
  University of New Mexico

**RESEARCH**

**Book**


**Articles in Refereed Journals:**

- "Between New Realism and High Modernism: Soundtrack meiner Kindheit by Jan Josef Liefers"  
  *Jahrbuch für Internationale Germanistik*. 2011, Jahrgang XLII - Heft 2. 72-82.

- “‘So lasst mich scheinen, bis ich werde’: Androgynie in Johann Wolfgang Goethes *Wilhelm Meisters Lehrjahre*”.  
  Bern: Peter Lang, 2002.

- "Die Möglichkeit zu trauern - Vorschläge zur Integration der DDR, der Wende und der neuen Bundesländer in den Deutschunterricht".  
Recent Papers presented at conferences

• “Opaque Stillness: Reconfigurations of Sound and Image in Thomas Arslan’s In the Shadows” – German Studies Association (GSA), October 2013
• “The White Box: In/Visible Temporalities in Die Box (2008) by Günter Grass” - Rocky Mountain Modern Language Association (RMMLA) 2013
• “Memory and Dis/Location in Josef Haslinger’s Phi Phi Island” RMMLA, October 2012
• “Als die Türken die Germanisten terrorisierten: Affinities between Züli Aladag’s film Wut and Heinrich von Kleist’s novella Die Verlobung in St. Domingo” GSA, October 2011

TEACHING

Graduate Courses:
• Culture and Literature of the Weimar Republic
• Culture and Literature of the German Democratic Republic
• German Culture and Literature after Unification
• Transculturalism in Germany
• Outsiders in German Literature and Culture
• Introduction to German Cultural Studies
• Teaching German as a Foreign Language (Methodologies)
• Magisterseminar: Professional Development for Students of German
• German Cinema: How German Can It Be?
• Film Theory

Undergraduate Courses:
FILM STUDIES: • Introduction to German Cinema • New German Cinema • The Films of Rainer Werner Fassbinder • Weimar Cinema • Vampirism from Myth to Modernity • German Film Comedies • The Berlin Wall in German Film • Representations of Terrorism in German Cinema

GERMAN STUDIES: • German National Identities • Red Army Faction: German Left Wing Terrorism • German Drama and Theatre • 20th Century German Literature • Introduction to German Culture • Introduction to German Literature • German Conversation through Film
• German Language Courses: all levels

Recent M.A. Thesis, Chair:
• Elvine Bologa, “Identität bei Hertha Müller: Sprache als Mittel der Selbstbehauptung” Spring 12
• Brent Smith, CLCS: “Hollywood’s Other America: Neoliberalism, US Hegemony, and the Construction of an Imaginative Geography of the Americas in Contemporary US Film” Spring 11

SERVICE:

American Association of Teachers of German: New Mexico Chapter:
• Secretary and Treasurer, 1999 – 2010

University of New Mexico:
• Faculty Senate Committee (FSC) on Academic Freedom and Tenure, 2010 to present • FSC Library 2013 to present • FSC Scholarships 2008-2014 • Faculty Senate, Member, 2006 – 2012
• Faculty Senate Curriculum Committee, Member, 2006 – 2010 • Interdisciplinary Film and Digital Media, Faculty Council, Member 2007 - 2012

Department of Foreign Languages and Literatures
• Director German Summer School of New Mexico: 2011 to present, 2005 – 2009, • Director of Graduate Studies, Dept. of FLL, 2007-2011 • Graduate Advisor of German, Dept. of FLL, 2008 to present • Undergraduate Advisor of German, Dept. of FLL, 1994-2013
• Supervisor and TA-Coordinator of the German language program, 1994 - 2004
Heather Sweetser
heather.sweetser@gmail.com
614-499-3162

WORK EXPERIENCE

University of Oregon, Digital Scholarship Center, Digital Scholarship Coordinator for Arabic Manuscripts, September 2013 – present
- Writing grants for preservation of Islamic materials
- Hosting an Arabic manuscripts project involving teaching preservation and codicology of manuscripts

University of Oregon, Arabic Instructor, September 2012 – present
- Teaching beginning to intermediate Arabic in groups ranging from 11 to 20 students
- Developing core materials such as worksheets, exams, and exam keys

CLASSRoad, Instructor, February 2013 – present
- TA for courses relating to integrating technology into the classroom as well as online teaching
- Lead instructor for Technology Literacy and Teaching Languages Online courses

CLASSRoad, Researcher, August 2012 – present
- Developing a database that will represent a wide variety of Arabic programs and resources available both on- and offline
- Organizing and rating resources to create a comprehensive information source for Arabic studies

The Ohio State University, Graduate Teaching Assistant, July 2011 – June 2012
- Taught beginning to advanced Arabic in groups ranging from 13 to 25 students
- Developed core materials such as worksheets, exams, and exam keys
- Taught a course on Introduction to Islam in addition to Arabic language courses

K Dictionaries, Translator, October 2010 – March 2011
- Translated over 10,000 entries for a new Modern Standard Arabic to English dictionary

American Institute for Yemeni Studies (AIYS), Librarian and Researcher, July 2008 – September 2009
- Researched and developed an appropriate database for the 20,000 titles owned by AIYS’ library
- Assisted researchers in Yemen and the US in obtaining literature
- Translated various documents from English into Arabic and from Arabic into English

Yemen Times, Copy Editor, December 2008 – September 2009
- Edited and fact checked news articles in English

Yemen Today, Journalist, October 2008 – June 2009
- Researched and wrote articles for the monthly periodical Yemen Today on topics ranging from the status of education in Yemen to the history and development of the art of naqsh

Concordia Language Villages, Curriculum Developer, January – June 2007
- Researched existing Arabic curriculums for Concordia’s high school Arabic credit course
- Assisted in writing the new curriculum for the four week credit course

Concordia Language Villages, Camp Counselor, Vergas, MN, June – August 2006
- Arabic instructor in small group sessions of ten villagers ages eight to eighteen
- Developed and led large group activities involving approximately 60 villagers conducted entirely in Arabic
- Held a Top Secret Sensitive Compartmentalized Information (TS/SCI) security clearance
- Extracted, reported, and transcribed intelligence information making verbatim translations from foreign language to English
- Managed several missions while serving as alternate shift Mission Manager
- Taught target language and dialect to peers in an intensive monthly course
- Awarded the Joint Service Achievement Medal for contributions made to national policy makers

**EDUCATION**

*The Ohio State University*, Columbus, OH, September 2009 – June 2012
- M.A. Arabic

*Center for Arabic Language Study Abroad (CASA)*, Cairo, Egypt, June 2010 – June 2011
- Advanced Arabic intensive long course

*Center for Arabic Language and Eastern Studies*, Sana’a, Yemen, July 2008 – August 2009
- Individual Arabic studies focusing on literature and Arabic grammar

*The Ohio State University*, Columbus, OH, September 2004 – March 2008
- B.A. Islamic Studies
- B.A. Arabic
- B.A. International Studies: Middle East
- Minor: Environment and Natural Resources

*Yemen Language Center*, Sana’a, Yemen, June – August 2007
- Advanced Arabic intensive summer course

- Environmental policy, wilderness conservation, and leadership education

*Damascus University*, Damascus, Syria, June – August 2005
- Advanced Arabic intensive summer course

*Foreign Language Training Center Europe*, Garmisch-Partenkirchen, Germany, March 2003
- Advanced Arabic intensive five week course

*U.S. Army Basic Noncommissioned Officers Academy*, Fort Benning, GA, October 2002

*The 3480th Technical Training Group (TCHTG)*, San Angelo, TX, March 2000 – June 2000
- Cryptologic Linguist course

- Basic Arabic intensive course

**SCHOLARSHIPS AND FELLOWSHIPS**

*Foreign Language and Arabic Studies (FLAS) Summer and Year Fellowship* (2010 – 2011)
*Center for Arabic Study Abroad (CASA) Fellowship* (2010 – 2011)
*Ohio State University Fellowship* (2009 – 2010)
*Fulbright Fellow* (2008 – 2009)
*Critical Language Scholarship* (2007)
*Sidney Pressey Research Grant* (2007)
Emma Trentman
etrentman@unm.edu
Assistant Professor of Arabic
Ortega Hall 309, MSC03 2080, 1 University of New Mexico, Albuquerque, NM, 87131

ACADEMICS
PhD, Second Language Studies, 2012, Michigan State University
BS/MS, Linguistics, 2004, Georgetown University

TEACHING
Assistant Professor of Arabic, University of New Mexico, August 2012-present
- Redesigning Arabic program
- Teaching upper and lower division Arabic classes
- Organizing extracurricular activities
- Undergraduate Arabic advisor


PUBLICATIONS
Imagined communities of language learners during study abroad: Arabic learners in Egypt (2013), Foreign Language Annals, 46, 545-564

GRANTS/FELLOWSHIPS
Teaching Allocations Committee Grant, 2013 (telecollaboration project and redesign of Arabic curriculum)
Study Abroad Allocations Committee Grant, 2012 (design study abroad trip to Egypt)
Fulbright Hays Doctoral Dissertation Research Abroad, 2010

SERVICE/OUTREACH
- Organizing the Arab Culture Festival (2013, 2014)
- Presenting at the Language Expo (2013, 2014)
- Arabic Lecturer Search Committee, 2013
- Language Learning Center Advisory Board, 2012-present
- Study Abroad Allocations Committee, 2012-13
Osman Umurhan
Curriculum Vitae

Department of Foreign Languages and Literatures, University of New Mexico
Ortega Hall, 315B, Albuquerque, NM 87131 umurhan@unm.edu

EMPLOYMENT

2012 – present  University of New Mexico  Assistant Professor of Classics
2010 – 2012  Rutgers University, NJ  Visiting Assistant Professor of Classics
2008 – 2010  Austin College, TX  Visiting Assistant Professor of Classics
2007 – 2008  New York University  Instructor of Classics

EDUCATION

2008  New York University  Ph.D., Classics; Doctoral Thesis: “Spatial representation in Juvenal’s Satires: Rome and the satirist” (Director: Dr. Joy Connolly)
2005  M.A., C. Phil
2000  UCLA  Classics Post-Baccalaureate Certificate
1999  B.A., Classical Civilizations, cum laude

RESEARCH SPECIALIZATION

Roman verse satire; Imperial Roman cultural identity; experience and ethics of empire; reception of comedy and satire

JOURNAL ARTICLES


In preparation

“Uncertainty in the Coen Brothers’ A Serious Man (2009)” (for Palgrave Macmillan’s CINEMYTHOS: Classical Mythology on Film and Television,” 2014

CHAPTERS IN BOOKS


BOOK

“Corporeal Spaces of Empire: Responses to Globalization in Juvenal’s Satires” (in preparation)
REVIEWS


INVITED LECTURES AND PAPERS PRESENTED (Selective)

2014  “Metal Reception(s) of Classical Antiquity: Its Place and Future Direction”
      Classical Association of the Middle and West States (Waco, Texas)
      “Heavy Metal Classics: The Enduring Reception of Greek and Roman Antiquity by Heavy Metal Bands”
      Co-organizer, CAMWS Special Panel on Musical Reception of Antiquity
2013  “Tyranny of Excess in Vidal’s Guccione’s Caligula (1979)”
      Film and History Conference (Madison, WI): “Old Money: The Economics of the Ancient World Onscreen”
      “Allegory and civil war at Rome: the deer hunt in Vergil’s Aeneid 1.180-207”
      Classical Association of the Middle and West States (Iowa City)
2012  “Oedipus and the Coen Brothers’ A Serious Man (2009)”
      Film and History Conference (Milwaukee): “Mythos: Screening Classical Mythology on Film and Television”

HONORS, AWARDS, FELLOWSHIPS (Selective)

2014  UNM Research Allocation Committee Grant (for research at Trinity and UCD, Ireland)
2013  UNM Foreign Languages and Literatures Summer Research Award

TEACHING EXPERIENCE (Selective)

University of New Mexico, Assistant Professor

2014  Latin Imperial Historiography: Tacitus (graduate seminar, LATN 503)
2013  Ancient Food for Thought (larger course in translation, CLST 333)
      Greek Lit and Culture: Herodotus (split level graduate and advanced undergraduate, GREK 301/501)
      Roman Comedy (advanced level Latin reading course, LATN 304)
      Roman Civilization (large lecture course, CLST 205)
2012  Selections of Roman Verse Satire (graduate seminar, LATN 503)
      Greek and Roman Comedy and Satire (larger course in translation, CLST 333)
      Roman Drama (smaller course in translation, summer, CLST 333)

DEPARTMENT, COMMUNITY AND FIELD SERVICE (Selective)

2014  MA thesis advisor for Matt Wilkens’ “Ovid’s Subversive Triumphs: Celebrating Dishonor in the Amores and Metamorphoses”
2013  MA thesis committee member for Brynn Shaw’s “Zombie Economics: Violence and Economics in three First-person shooter zombie-themed video games”
      MA thesis committee member for Caley McGuill’s “Embracing Evil: the Threat and Allure of the Female in Greek Poetry”
      College Board AP Grader for Latin Advanced Placement Examination
      Classics TA Coordinator for NMJCL Annual Meeting
      Latin contributor to blog and twitter feed for sententiasantiquae.com: Greek and Latin maxims translated on daily basis
2012  Chair (2014) of the CAMWS Subcommittee for Semple, Grant, and Benario Travel Awards
      CAMWS State Representative of New Mexico (2015)
EDUCATIONAL HISTORY


EMPLOYMENT HISTORY AT UNM

Associate Professor of French, July 2010 up to present, Department of Foreign Languages and Literatures, University of New Mexico, Albuquerque, New Mexico.

Assistant Professor of French, August 2006 to June 2010, Department of Foreign Languages and Literatures, University of New Mexico, Albuquerque, New Mexico.

RESEARCH AND TEACHING INTERESTS

19th- and 20th-century French literature and culture; North African Francophone literature; French cinema; Gender and postcolonial studies; Aesthetics and politics; Literature and philosophy; Critical theory.

PUBLICATIONS

Books


Articles in Refereed Journals


“Poétiques et politiques de l’allégorie dans L’escargot entêté de Rachid Boudjedra;” Forthcoming in Dalhousie French Studies.


“Continents Adrift? Suturing the Cultural and Political Divide in Assia Djebar’s Femmes d’Alger dans leur appartement, L’amour, la fantasia, and Vaste est la prison;” French Forum, 38.1-2; 221-236; Winter/Spring 2013.

“Pierre et Jean or the Erring of Oedipus;” Dalhousie French Studies; 71; 39-51; Summer 2005.

Chapters in Edited Volumes


**Book Reviews**


**SELECT COURSES TAUGHT AT UNM**

- Fleurs de vices: Rousseau et Sade au 19e siècle
- Pouvoir-Puissance: Fables of Power, Sovereignty, and Political Agency
- La France 1900-1960: Guerres, politiques, révolutions
- Polymorphous Perversity: Power, Sexuality, and Gender Politics in French Women Writers
- Sublime Mediocrity: The Novel Art of Republican Equality in 19th-Century France
- Inscribing Democracy in the Republic of Letters: The People, Art, and the Artistic Exception in 19th-Century France
- Women of Islam: Writers, Thinkers, and Filmmakers from North Africa
- The North African Novel
- Metaphors of Nation in the Algerian Novel
- French Cinema from the 1930s up to the Present
- La république une et indivisible? Débats autour de la liberté, l’égalité, et la fraternité dans la France moderne
Dr. Jason Wilby  
Lecturer III of German  
Department of Foreign Languages & Literatures, University of New Mexico

**Areas of Specialization:**  
Eighteenth- and nineteenth-century German literature, philosophy, and culture; Gender Studies; Cultural Studies; Psychoanalysis and literature; Applied Linguistics; Historical Linguistics.

**Educational History:**  

**Employment History:**  
- Lecturer III of German: 2011 – present, UNM Foreign Languages and Literatures.  
- Visiting Assistant Professor of German: 2008-2011, UNM Foreign Languages and Literatures.

**Teaching:**  
- German 101-102, Beginning German (online).  
- German 301-302, Advanced German.  
- German 307, Intro to German Literature.  
- German 336, "Damned Heroes" (online and face-to-face).  
- German 450, Topics in German Literature and Culture (German-English Translation).  
- German 480, Topics in German Literature and Culture.  
- German 508-509, German for Reading (graduate level, online and face-to-face).  
- German 550 / 552 / 555, Topics in 18th and 19th Century German Literature and Thought (graduate level).  
- UNM Schloss Dyck Summer Program (Summer, 2010), study abroad for UNM undergraduate and graduate students, title: "The Ministry of Illusion: From Weimar to Nuremberg."  
- UNM German Summer School Program, 2009-present, courses in German Literature and Culture.

**Service:**  
- Faculty Coordinator, Comparative Literature/Cultural Studies Graduate Student Conference, 2008-present, University of New Mexico, Department of Foreign Languages.  
- Faculty and Staff Benefits Committee, 2012-present, University of New Mexico.
• Faculty Director, German Summer School Program, Summer 2013, UNM Department of Foreign Languages.
• Teaching Enhancement Committee, 2009-2011, University of New Mexico.
• Undergraduate and Graduate Student Mentoring, 2008-present, University of New Mexico, Department of Foreign Languages.
• Faculty Coordinator of Online Offerings, 2010-2012, UNM, Department of Foreign Languages.

Professional Recognition:
• Nomination for the “2010-2011 Online Outstanding Teacher of the Year Award,” University of New Mexico, Albuquerque.
• Gloria Flaherty Prize, 2008, Goethe Society of North America. This prize is awarded to competitively chosen participants in the Goethe Society of North America’s Workshop on Writing a Goethezeit Dissertation.
• Dean’s Graduate Research Award, 2005, University of California, Irvine, School of Humanities.
• Best Article of 2004 by the journal Die Unterrichtspraxis/Teaching German.
• Humanities Associates’ Graduate Teaching Award, 2004, University of California, Irvine.

Publications:
Articles in refereed journals:

Book reviews:
Lisa Woodson

Education:

2014, Ph.D., Slavic Languages and Literature, University of Wisconsin-Madison
Dissertation: “The Legend of Kitezh in Russian Literature” (Advisor: David M. Bethea)

2007, M.A., Slavic Languages and Literature, University of Wisconsin-Madison

2005, M.C.S., Spiritual Theology, Regent College, Vancouver, BC, Canada
Thesis: “Dostoevsky as Theologian in The Idiot” (Advisor: Maxine Hancock)

2000, B.A., Russian Area Studies, Wellesley College, Wellesley, MA

Research and Teaching Interests:

19th, 20th, and 21st-century Russian literature; Russian religious philosophy; Religion and literature; Russian environmental history and philosophy; Russian intellectual history; folklore and literature; Old Believers in literature; Dostoevsky; Pushkin; Akhmatova; Merezhkovsky and Gippius.

Selected Awards:

Dana-Allen Dissertation Fellowship, Institute for Research in the Humanities, University of Wisconsin-Madison, 2012
Teaching Fellow Award, College of Letters and Sciences, University of Wisconsin–Madison, 2011
University Prize Fellowship, University of Wisconsin-Madison, 2006-2008
Fulbright Scholarship for research in Russia to collect oral histories from rural villages near nature reserves, 2005-2006
Spiritual Theology Prize for master’s thesis on Dostoevsky, Regent College, 2005
Academic Scholarship, Regent College, 2002-2003
Russian Area Studies Prize, Wellesley College, 2000
Schiff Fellowship to conduct research in Karelia, Russian Federation, for honors thesis, Wellesley College, 1999-2000

Selected Publications and Conference Papers

Work submitted for publication:
“Treasures in Earthen Vessels in Dostoevsky's Idiot” (submitted September 2013)

Work in progress:
“Old Believer Folklore in the 19th-century Russian Press”
“The Scheherazade Subtext of Venedikt Erofeev's Moscow-Petushki”
Book reviews:

Public lectures:

Conference papers:
“Bringing Old Believers to 19th-century Russian Literature: The Kitezh Case Study.” Association for Slavic, East European, and Eurasian Studies (ASEEES) Annual Convention, Boston, MA, 2013.

Academic Employment
2014-. University of New Mexico. Visiting Assistant Professor.
2013-2014. Swarthmore College, Pennsylvania. Visiting Instructor (fall)/Visiting Assistant Professor (spring).
2012 (spring). University of Missouri, Columbia. Lecturer.

Selected Courses Taught:
Introductory, Intermediate, and Advanced Russian Language
Russian Fairy Tales
Love and Sex in Russian Literature
Dostoevsky
Russian Intellectual History
2014 GRADUATE STUDENT MANUAL

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The following manual outlines the procedures for successful completion of graduate degrees in the Department of Foreign Languages and Literatures.

**THE FLL GRADUATE PROGRAMS – General Information**

The Department of Foreign Languages & Literatures offers the following graduate programs and degrees:

- M.A. in Comparative Literature & Cultural Studies with the following concentrations:
  - Classical Studies
  - Comparative Literature
  - Cultural Studies
- M.A. in French
- M.A. in German Studies
- Ph.D. in French Studies

All graduate programs are administered by the FLL Graduate Committee, which is composed of three members of the FLL graduate faculty, the Director of Graduate Studies, and the Chairperson of FLL (ex officio). The Graduate Committee meets on a regular basis and is charged with decisions concerning admissions, Teaching Assistantships, programmatic and policy changes, and oversight of all graduate students, including responding to petitions.

All graduate students should obtain a copy of the University of New Mexico Catalog and carefully observe all requirements and regulations stipulated by the Office of Graduate Studies. Students must follow the terms listed in the catalog that is in effect at the outset of their graduate studies, as well as the internal FLL regulations and requirements outlined in this manual. The catalog may be purchased at the UNM Bookstore or found online at http://catalog.unm.edu/catalogs/.

**APPLICATIONS**

Applications to FLL graduate programs are accepted for Fall or Spring admission. Applications for Teaching Assistantships should be made by October 1 for the Spring semester and by February 1 for the Fall semester. All applications are reviewed by the Graduate Committee on a rolling basis, but for best consideration, should be submitted by April 15 for Fall admission and October 15 for Spring admission. Domestic and International Students may access the online application at http://fll.unm.edu/graduate/apply.php.

International students who wish to pursue a graduate degree in an FLL program need to submit a full online application (http://fll.unm.edu/graduate/apply.php) and an application for international students available on the Global Education Office (GEO) website: (http://geo.unm.edu/admission_grad_requirements.html). International students should be in regular consultation with the Global Education Office (GEO) about application requirements. These include official transcripts, official translations of transcripts, and an accredited demonstration of English proficiency, such as acceptable TOEFL scores. International students should consult the information about international application on the GEO website and should remain in close contact with a GEO advisor throughout the application process.

**PAPERWORK AND FORMS FOR ENROLLED M.A. and PH.D. STUDENTS**

Office of Graduate Studies forms are available online at http://grad.unm.edu/resources/gs-forms/index.html. Internal FLL forms are available online at http://fll.unm.edu/resources/index.php. All forms are available in hard copy in the FLL office.
See pages 10-12 for a complete list of necessary forms. It is the student’s responsibility to make sure that all forms are completed correctly and in a timely manner. Students may wish to consult with office staff and faculty advisors.

All paperwork, including graduation forms, must be submitted to the Department Administrator in the FLL office. We strongly recommend that you keep copies of all administrative documents. We maintain a complete file for each graduate student in the FLL office. Under no circumstances should graduate students hand in forms directly to the Office of Graduate Studies.

Readmitted students must designate in writing whether they will follow the terms of the UNM Catalog in effect at the original time of their enrolment or the catalog in effect at the time of readmission.

DESCRIPTION OF THE M.A. PROGRAM

The Master of Arts degrees in Comparative Literature and Cultural Studies, French, and German Studies are offered under both Plan I (thesis option) and Plan II (exam option). For detailed descriptions of Plan I, see pages 5–7 for Plan II, see pages 8–9.

PLAN I (thesis option): 24 credit hours of graduate course work and 6 credit hours of thesis

or

PLAN II (exam option): 32 credit hours of graduate course work

Note the following restrictions:
Plan I: Only 3 credit hours of independent study (i.e. “Problems” courses) may be applied toward the degree.
Plan II: Only 6 credit hours of independent study (i.e. “Problems” courses) may be applied toward the degree.

The following information is applicable to both Plan I and Plan II.

The following courses are required for graduate degrees in FLL. All course selections should be made carefully in consultation with the Chair of the Committee on Studies.

The only requirements are:

1. All graduate students are expected to enroll in one (1) 3-credit hour course in critical theory: COMP 500 (offered only in Fall).

2. All graduate students are expected to enroll in MLNG 501 (Professional Development Colloquium) for 1-credit hour (offered only in Fall).

3. All graduate students are expected to enroll in a 1-credit hour pedagogical training course. See page 5 or 8 for details (offered only in Fall).

4. All graduate students are required to be enrolled in one course within the department of FLL per each term of enrollment in the program.

5. All graduate students must choose as their Chair of the Committee on Studies a faculty member from within the department of FLL.

6. Students will graduate after completing departmental comprehensive exams successfully. [see pages 5-6, Comprehensive Exams].
7. Foreign language requirement: All graduate students in FLL must complete 12-credit hours or its equivalent of university-level study of a foreign language other than the one in which they are majoring. These hours do not count toward graduate course work. Passing a translation test proposed or approved by the Chair of your Committee on Studies will count as an equivalent. Ph.D. students must complete 12 credit hours in two foreign languages.

8. The following course-numbering scheme applies to FLL graduate students:

- 500-level courses count for graduate credit.
- 400-level courses may or may not; please check with the Director of Graduate Studies.
- 300-level courses do not count toward graduate credit
  * 300-level Greek and Latin language and culture courses count for graduate credit only for CLCS Classics concentration.

Students may take up to 6 credit hours of appropriate graduate course work outside their graduate units. To apply additional credit hours of course work taken outside the graduate unit toward the degree, students may request special permission from the Graduate Committee through an internal petition process.

ADVISING

New students should discuss their program of studies with the graduate advisor of their program as early as possible during their first semester in the department. They should also meet with the Director of Graduate Studies during preparation week of their first semester for specific advisement about graduate procedures.

PETITION PROCESS

Students wishing to deviate from the procedures described in this manual must submit a written petition to the Director of Graduate Studies prior to deviating from the procedures. The DGS will present the petition to the Graduate Committee. The petition will most often consist of a letter, any supporting documentation (transcript, syllabus, etc.), as well as a letter of support from a faculty member, as appropriate and will be submitted using the forms available at http://fll.unm.edu/resources/index.php. Students should consult the Director of Graduate Studies about dates of upcoming Graduate Committee meetings in order to submit a petition in a timely fashion. Students will be notified in writing within two weeks of the Committee’s decision.

COMMITTEE ON STUDIES

The Committee on Studies is charged with supervision of a student’s academic progress toward finishing his/her degree. This important committee will advise students on course work, administer and evaluate exams as well as monitor progress on the thesis (for Plan I students).
By the end of their second semester, students will have constituted a Committee on Studies made up of three faculty members. The Committee Chair must be a regular tenured/tenure-track faculty member in the Department of FLL. This committee will have a Chair who will be the primary advisor for the student and will direct his/her thesis in the case of Plan I. The student should approach each faculty member about serving on this committee and should ascertain that the faculty member will not be on leave, especially during critical semesters when exams and thesis revisions come due. The student should also ascertain whether the faculty member is eligible to serve on a Committee of Studies. A Committee of Studies must be chaired by a tenured/tenure-track faculty member and include at least one other tenured/tenure-track faculty member. Please contact the Department Administrator to find out whether a faculty member is eligible to serve on the Committee. The student should then submit to the FLL office a “Committee on Studies” form indicating that a committee has been set (http://fll.unm.edu/resources/index.php) or ask the FLL office for a hard copy).

It is expected that the student will choose committee members whose expertise coincides with the student's intellectual interests. Among other things, the chair of the committee will assist the student in planning a course of studies that will most effectively lead her or him to completing the M.A. program within the suggested time frame. The Chair should be a professor knowledgeable in the student’s primary area of study and should also be someone with whom the student works well. This means not only that the student and Chair communicate effectively and positively, but that the student can expect and profit from appropriate criticism and advice. The additional committee members should provide specific areas of complementary knowledge important to the student's field of study.

**PLAN I: THESIS OPTION**

Candidates under Plan I must:

1. Complete 24 credit hours of graduate-level course work and 6 thesis hours
2. Pass a comprehensive oral exam
3. Work with advisor to develop a thesis topic and defend the thesis proposal by the beginning of the third semester of studies
4. Submit a revised thesis to the department and Office of Graduate Studies by the date mandated by the Office of Graduate Studies

Note: In order to proceed under Plan I, the student must have an overall graduate GPA of 3.6 or higher by completion of the second semester of graduate studies.

Course Work

In order to complete course requirements in a timely fashion, it is recommended that students under Plan I follow these guidelines:

First Semester

- 6 credit hours of graduate course work (including COMP 500 “Introduction to Graduate Study in Comparative Literature” for 3 credit hours)
- Pedagogical Training required of all TAs for 1 credit hour. Students who are not Teaching Assistants may choose between MLNG 500: “Teaching Practicum” (foreign language teaching methodology) and the T.A.R.C. (Teaching Assistant Resource Center) class CJ 583: “Teaching the Basic Course” (general pedagogical strategies) offered through the Department of Communication and Journalism.
- MLNG 501: “Professional Development Colloquium” for 1 credit hour
Second Semester

- 9 credit hours of graduate course work

Third Semester

- 6 credit hours of graduate course work
- 3 thesis hours (COMP 599, FREN 599, GRMN 599)

Fourth Semester

- 3 credit hours of graduate course work
- 3 thesis hours (COMP 599, FREN 599, GRMN 599)

Note: All TAs are required to be enrolled in at least one regular FLL course per semester. This does not include problems courses or thesis hours. See page 13 “Teaching Assistantships” for details.

Comprehensive Oral Exam

The comprehensive oral exam serves as a measure of the student's abilities to answer questions relevant to the respective fields of graduate studies by synthesizing a significant body of knowledge in a coherent fashion.

M.A. candidates will take their comprehensive exam at the end of the third or beginning of the fourth semester of study. Exams will be conducted in the language of graduate studies and/or in English, as determined by the student’s Committee on Studies.

The comprehensive oral exam consists of a one-hour exam conducted by the student’s Committee on Studies. The exam will assess the candidate’s knowledge of the field based on a reading list composed of at least fifty items that represent a broad approach to the student’s chosen field. The reading list should be drafted in consultation with the Committee on Studies and under the guidance of the Committee Chair. The reading list is not limited to literary texts, but may include films, theoretical texts, references to public debates, and other forms of cultural expression. A draft of the reading list should be submitted by the end of the second semester of study. While the reading list may include items from courses taken by the student, its emphasis is on breadth and depth of the student’s field rather than any specific topic(s). The reading list for the comprehensive oral exam is not to be confused with bibliography for the student’s thesis, which should represent a more focused approach to a specific topic.

Exams are evaluated by all members of the Committee on Studies. A student will be awarded a pass with distinction, pass, conditional pass, or fail based on his or her performance during the comprehensive oral exam. Candidates who fail specific portions of the exam may be re-examined on those portions. In the case of a conditional pass, the student must fulfill the conditions stipulated by the Committee on Studies before a pass will be officially reported. Failure to meet these conditions will result in a grade of fail for the exam.

Guidelines and Suggestions for the Comprehensive Oral Exam:

Discuss your reading list with all committee members. Your list should reflect the most important periods and issues of your particular course of graduate studies, as agreed on by you and your committee. Discuss the exam procedure with your advisor in order get a clear idea of what is expected of you. You should also request an exam consultation with all members of your committee to gain a sense of what range of knowledge is relevant to pass the exam and what kind of questions may be asked.
The Thesis Proposal

The proposal consists of an abstract of 8–10 pages outlining the proposed thesis and select bibliography. The abstract will present the problem to be addressed and the specific argument to be supported in the thesis in light of the dominant critical, theoretical, and methodological approaches of the chosen field. The proposal should demonstrate the student’s knowledge of important scholarship on the proposed topic.

The thesis proposal will be evaluated during a 45-minute long conversation between the student and his or her Committee on Studies. The purpose of this evaluation is to ensure that the student’s proposal is feasible, appropriate, and valuable to his or her course of study, and secondly, to determine a timeline for the student to research, write, and edit the thesis.

After the evaluation, members of the student’s Committee on Studies will determine whether or not to accept the proposed thesis and allow the student to continue under Plan I. If the thesis proposal is approved, the Chair of the Committee will obtain the signatures of all the members of the Committee and submit them to the FLL office to be retained in the student’s file. Copies of the form may be found at http://grad.unm.edu/resources/gs-forms/index.html or in the FLL office.

The Thesis

The thesis is generally written over the course of two semesters on a specific topic under close supervision by the student’s Committee on Studies. All M.A. students under Plan I must take six thesis hours as part of their degree requirements. A thesis typically runs between 60 and 100 pages and may be written in English, French, or German.

Note: Theses written in languages other than English require the approval of the Dean of Graduate Studies. To obtain approval, the student must submit a written request to the Dean of Graduate Studies along with a letter of support from the current Chair of the Department of Foreign Languages and Literatures. Students may find a copy of the petition form at http://grad.unm.edu/resources/gs-forms/index.html. The student must submit both the request and the Chair’s letter of support to FLL office staff, who will deliver the forms to the Office of Graduate Studies. The student will receive written approval/disapproval of the petition within a month.

The Student must submit a complete draft of the thesis to his or her Committee on Studies for comments and corrections at least six weeks before the deadline for completing all graduation paperwork with the Office of Graduate Studies. For Fall graduation, the draft should be distributed by October 1, for Spring graduation, by March 1. Within two weeks of completion of a full draft of the thesis, the student and his or her Committee on Studies will schedule a defense of the thesis. The purpose of the defense is for the Committee on Studies to provide the student with feedback and corrections for the final draft of the thesis.

See the Office of Graduate Studies website (http://grad.unm.edu/resources/gs-forms/index.html) for important administrative details about the thesis. Students are responsible for formatting and presenting the thesis to the Office of Graduate Studies according to required specifications, including a signature page signed by each of the members of the student’s Committee of Studies. Be sure to allow ample time before the deadline to format the thesis and obtain necessary signatures.
Students who miss these deadlines may not graduate on time and will be required by the Office of Graduate Studies to enroll in at least one credit hour in the following semester in order to maintain their student status. The Department of FLL does not allow summer graduation without a petition process.

**PLAN II: EXAM OPTION**

Candidates under Plan II must:

1. Complete 32 credit hours of graduate course work
2. Pass a comprehensive oral exam
3. Pass a 4-hour written exam
4. Submit a research paper of at least 20–25 pages

**Course Work**

In order to complete course requirements in a timely fashion, it is recommended that students under Plan II follow these guidelines:

**First Semester**
- 6 credit hours of graduate course work (including COMP 500 “Introduction to Graduate Study in Comparative Literature” for 3 credit hours)
- Pedagogical Training required of all TAs for 1 credit hour. Students who are not Teaching Assistants may choose between MLNG 500: “Teaching Practicum” (foreign language teaching methodology) and the T.A.R.C. (Teaching Assistant Resource Center) class CJ 583: “Teaching the Basic Course” (general pedagogical strategies) offered through the Department of Communication and Journalism.
- MLNG 501: “Professional Development Colloquium” for 1 credit hour

**Second Semester**
- 9 credit hours of graduate course work

**Third Semester**
- 9 credit hours of graduate course work

**Fourth Semester**
- 6 credit hours of graduate course work

Note: All TAs are required to be enrolled in at least one regular FLL course per semester. This does not include problems courses or thesis/dissertation hours. See page 13 “Teaching Assistantships” for details.

**Comprehensive Oral Exam**

The comprehensive oral exam serves as a measure of the student's abilities to answer questions relevant to the respective fields of graduate studies by synthesizing a significant body of knowledge in a coherent fashion.

M.A. candidates will take their comprehensive exam at the end of the third or beginning of the fourth semester of study. Exams will be conducted in the language of graduate studies and/or in English, as determined by the student’s Committee on Studies.
The comprehensive oral exam consists of a one-hour exam conducted by the student’s Committee on Studies. The exam will assess the candidate’s knowledge of the field based on a reading list composed of at least fifty items that represent a broad approach to the student’s chosen field. The reading list is not limited to literary texts, but may include films, theoretical texts, references to public debates, and other forms of cultural expression. A draft of the reading list should be submitted by the end of the second semester of study. While the reading list may include items from courses taken by the student, its emphasis is on breadth and depth of the student’s field rather than any specific topic(s).

Exams are evaluated by all members of the Committee on Studies. A student will be awarded a pass with distinction, pass, conditional pass, or fail based on his or her performance during the comprehensive exam. Candidates who fail specific portions of the exam will be re-examined on those portions. In the case of a conditional pass, the student must fulfill the conditions stipulated by the Committee on Studies before a pass will be officially reported. Failure to meet these conditions will result in a grade of fail for the exam.

**Guidelines and Suggestions for the Comprehensive Oral Exam:**

Discuss your reading list with all committee members. Your list should reflect the most important periods and issues of your particular course of graduate studies, as agreed on by you and your committee.

Discuss the exam procedure with your advisor in order get a clear idea of what is expected of you. You should also request an exam consultation with all members of your committee to gain a sense of what range of knowledge is relevant to pass the exam and what kind of questions may be asked.

**Written Exam**

The four-hour written exam is based upon a set of texts and/or issues determined by the student and his/her Committee on Studies. The written exam allows the candidate to demonstrate adequate knowledge of his or her field of research and the ability to argue cogently about pertinent issues regarding the material in question.

The exam is evaluated by all members of the Committee on Studies. A student will be awarded a pass with distinction, pass, conditional pass, or fail based on his or her performance. In the case of a conditional pass, the student must satisfy additional requests determined by the Committee on Studies before a passing grade will be officially reported. Failure to meet these conditions will result in a grade of fail for the exam.

**Research Paper**

The research paper should reflect the ability to conduct academic research by utilizing critical tools and methodologies the student has become familiar with during his or her course of graduate studies. This paper can be a revised and expanded version of a paper already submitted in a graduate seminar. The Chair of Committee on Studies will work with the student to choose an appropriate paper for revision. The paper should be about 20-25 pages long and be submitted to the entire committee at least one month before the OGS deadline for the completion of all graduation paperwork: i.e. by October 15 for Fall graduation, and by March 15 for Spring graduation.
GRADUATION TIMELINE AND CHECKLIST

Plan I (Thesis Option)

First Semester

- 6 credit hours of graduate course work (including COMP 500 “Introduction to Graduate Study in Comparative Literature” for 3 credit hours)
- Pedagogical Training required of all TAs for 1 credit hour. Students who are not Teaching Assistants may choose between MLNG 500: Teaching Practicum (foreign language teaching methodology) and the T.A.R.C. (Teaching Assistant Resource Center) class CJ 582: Teaching the Basic Course (general pedagogical strategies) offered through the Department of Communication and Journalism.
- MLNG 501: Professional Development Colloquium for 1 credit hour
- No forms needed.

Second Semester

- 9 credit hours of graduate course work
- Create Committee on Studies
  - Pick up “Committee on Studies” form at FLL office or download at: http://www.unm.edu/~fll/Gradcommitteestudies.pdf
  - Ascertain that Committee members are eligible to serve.
  - Obtain signatures from all members of your Committee.
  - Return form to FLL office for your file
- Submit draft of reading list for Comprehensive Oral Exam

Third Semester

- 6 credit hours of graduate course work
- 3 credit hours of thesis work (you need a minimum of six thesis hours in order to graduate. Note: Once you start signing up for thesis work you need to remain continuously enrolled in thesis hours until you graduate)
- Thesis Proposal Approval
  - Schedule time to meet with Committee, notify FLL office staff of the date, reserve a meeting room
  - Committee Chair obtains “Thesis Approval” form, fills it out, and returns it to office staff
  - Form is retained in your file
- Request to have thesis in language other than English (if applicable)
  - Write memo to Dean of OGS. Petition form available at http://grad.unm.edu/resources/gs-forms/index.html
  - Obtain supporting memo from FLL Department Chair
  - Give memo to FLL office staff to submit to OGS
  - Request is not approved until you receive a letter from the Dean of OGS http://www.unm.edu/~fll/Gradthesisdeanacceptance.pdf
- Program of Studies Form
  - Pick up “Program of Studies” form at FLL Office office or at http://grad.unm.edu/resources/gs-forms/documents/pos-masters.pdf
  - Form must be approved by OGS before you may take Comprehensive Oral Exam and turn in your thesis
- Comprehensive Oral Exam
  - No additional forms needed

V. Graduate Manual
■ Schedule with Committee Chair
■ Notify FLL office of exam date, reserve a meeting room

■ Intent to Graduate
■ Inform the FLL office staff by the last day of the semester before you intend to graduate so that you are included on the OGS graduation list.
■ You must be on the OGS list in order to graduate.

Fourth Semester

It is important to stay in close contact with FLL staff during the semester you intend to graduate. If the forms described below are not filled out correctly or submitted to OGS in a timely manner, you will not graduate.

■ 3 credit hours of graduate course work

■ 3 credit hours of thesis work

■ Turn in final draft of thesis to Committee no later than October 1 (Fall) or March 1 (Spring)
■ Notify FLL office when you submit the final draft of your thesis to your Committee on Studies
■ FLL Office staff completes “Announcement of Examination” form and returns it to OGS

■ Thesis Defense
■ After receiving approval by your Committee Chair, schedule time of thesis defense with your Committee and contact FLL office staff to reserve a meeting room
■ Thesis defense must be completed before November 9 (Fall) and April 9 (Spring) to ensure that you have adequate time to format your manuscript before the OGS deadline.

■ Report of Exam Form
■ FLL office staff provides “Report of Exam” form to your committee at your thesis defense to complete and sign
■ FLL office staff submits form to OGS

■ Thesis Manuscript Submission
■ See http://grad.unm.edu/resources/gs-forms/index.html (Manuscripts) for formatting instructions and downloading forms for the thesis
■ OGS Deadline: November 15 (Fall), April 15 (Spring)
■ Provide a copy of your thesis to all committee members
■ Give yourself at least a week after your thesis defense to take care of formatting and obtaining signatures
Plan II (Exam Option)

First Semester

- **6 credit hours of graduate course work** (including COMP 500 “Introduction to Graduate Study in Comparative Literature” for 3 credit hours)
- **Pedagogical Training** required of all TAs for 1 credit hour. Students who are not Teaching Assistants may choose between **MLNG 500: Teaching Practicum** (foreign language teaching methodology) and the T.A.R.C. (Teaching Assistant Resource Center) class **CJ 583: Teaching the Basic Course** (general pedagogical strategies) offered through the Department of Communication and Journalism.
- **MLNG 501: Professional Development Colloquium** for 1 credit hour
- **No forms needed.**

Second Semester

- **9 credit hours of graduate course work**
- **Create Committee on Studies**
- **Committee on Studies Form**
  - Pick up “Committee on Studies” form at FLL office or download from http://fll.unm.edu/files/grad-form-committeeOnStudies.pdf
  - Ascertain that committee members are eligible to serve.
  - Obtain signatures from all members of your Committee on Studies
  - Return form to FLL office for your file
- **Submit a draft of the reading list for Comprehensive Exam to Committee on Studies**

Third Semester

- **9 credit hours of graduate course work**
- **Comprehensive Oral Exam**
  - No forms needed
  - Schedule with Committee Chair
  - Notify FLL office of exam date, reserve a meeting room
- **Program of Studies Form**
  - Pick up “Program of Studies” form at FLL Office or from http://grad.unm.edu/resources/gs-forms/documents/pos-masters.pdf
  - Form must be approved by OGS before you may take comprehensive exams and turn in your thesis
- **Intent to Graduate**
  - Inform the FLL office staff by the last day of the semester before you intend to graduate so that you are included on the OGS graduation list.
  - You must be on the OGS list in order to graduate

Fourth Semester

It is important to stay in close contact with FLL staff during the semester you intend to graduate. If the forms described below are not filled out correctly or submitted to OGS in a timely manner, you will not graduate.

- **6 credit hours of graduate course work**
- **Research Paper must be submitted to Committee before written exam can be scheduled**
- **Schedule Written Exam**

V. Graduate Manual
TEACHING ASSISTANTSHIPS

All full-time FLL TAs teach six credit hours per semester and must be enrolled each semester in a minimum of six credit hours of regular graduate course work (audits and CR/NC do not count for this purpose) offered in the department (three credit hours for half-time TAs) except as follows:

• All FLL TAs on the M.A. and Ph.D. level must petition the Graduate Committee before taking any course work outside the department. Download the “Outside Course Work Petition” available at http://fll.unm.edu/resources/index.php. The completed form including the signature of the Chair of the Committee on Studies must be submitted to the Director of Graduate Studies and approved by the Graduate Committee two weeks before the beginning of the semester in which the course is taken.

• TAs on the M.A. level, having completed their required course work, may count thesis hours as part of their normal six-credit hour course load, but they must generally be enrolled in at least one graduate course in FLL. Audits and CR/NC do not count for this purpose. They should be in close consultation with their graduate advisor of their program and the graduate director about their remaining coursework and requirements for completion of the program.

The Department offers a limited number of assistantships. The decision to award and to renew or terminate an assistantship lies with the Graduate Committee of FLL in accordance with university regulations and departmental guidelines, and is also contingent upon budgetary and programmatic considerations. The UNM Catalog states: “The primary goal of an assistantship is to assist students in strengthening and successfully completing their academic program.” In order to allow students as well as the department to make optimal use of their time and resources, assistantships will be limited to four semesters on the M.A. level, contingent on satisfactory performance and progress toward the degree. At the Ph.D. level, assistantships are normally awarded for an initial period of six semesters, and then renewed for a period of four semesters upon successful completion of the Ph.D. Comprehensive Exams. This means that doctoral candidates are normally supported for a total period of ten semesters, on condition that their academic performance on coursework and exams required for the degree is deemed satisfactory. Any extensions beyond these limits will be at the sole discretion of the Graduate Committee and will be determined according to the resources and needs of the program.

All TAs must maintain a G.P.A. of 3.0 for every semester in which they hold an assistantship. TAs who fall below that average will risk losing their assistantships. TAs whose G.P.A. falls below 3.0 due to incompletes will be placed on probation until all grades of “I” are removed.

Summer teaching, whether at the German Summer School in Taos or on UNM’s main campus, will be determined by the department based on funding and enrollments.

The Lower-division Language Coordinator will distribute a list of TA responsibilities at the orientation prior to the TA’s first semester, as well as ongoing policy lists every semester outlining more specific TA responsibilities. Neglecting any of these policies can be considered a breach of contract and may result in the termination of the Teaching Assistantship.
Note that attendance at all orientations, workshops and meetings is mandatory. TAs are contractually obligated to be on campus no later than one week prior to the start of each semester, and to remain on campus until the end of final exams and until they have submitted all final grades for the courses for which they are teaching assistants. This requirement also pertains to TAs at the Université de Savoie, Chambéry and at the Université de Rennes.

**PH.D. PROGRAM IN FRENCH STUDIES**

Students are admitted to the Ph.D. program in French Studies on the basis of their past records and future promise for scholarship. Applicants are expected to have completed a Master's Degree in French or its equivalent.

Graduates from the M.A. Program in French at UNM must formally request a reevaluation of their dossier in order to be considered for the program. They must provide a letter of intent, an unofficial copy of their UNM transcript, and a 20 to 25-page writing sample (from the M.A. thesis or research paper) to the Chair of their Committee on Studies and the Director of Graduate Studies. These documents must be submitted no later than February 15th to be considered for Fall admission and to be a candidate for a Fall Teaching Assistantship. French faculty and the Graduate Committee will review the file. Upon notification of admission to the Ph.D. program from the Director of Graduate Studies, students must submit a “Change of Degree” form. Ph.D. students must complete a minimum total of 54 credit hours, including transfer credit but exclusive of dissertation hours. Students entering the Ph.D. program with an M.A. degree from another university may transfer up to 30 hours of graduate credit upon approval of the French faculty advisor. A minimum of 24 hours must be taken in residency at UNM.

Students may declare a minor after approval from their Committee on Studies. Students with a declared minor must complete 48 hours of course work in the major field of study and 12 hours in the minor field.

Ph.D. students must demonstrate a reading knowledge of two other languages besides French and English. This requirement may be met for each language by passing a translation exam, through successful completion of a two-semester sequence of a foreign language translation course, or through successful completion of four semesters of a foreign language.

**Committee on Studies**

Each doctoral student must assemble an initial Committee on Studies composed of three UNM faculty members and notify the Director of Graduate Studies of the committee members before the end of the second semester. The committee consults with the student to plan an appropriate course of study and offers guidance on fulfillment of examination requirements as well as on choice of comprehensive examination/dissertation committee members. Prior to the Comprehensive Examinations, the candidate must add an additional member, from a department other than FLL, to the Committee on Studies, for a total of four members. Candidates must notify the Director of Graduate Studies of the members of this committee in the semester prior to the comprehensive exams. Complete the “Appointment of Dissertation Committee” form, available at [http://fll.unm.edu/resources/index.php](http://fll.unm.edu/resources/index.php) or in hard copy at the FLL office. Submit the completed form to the FLL office. It will be turned in to OGS for approval. All Ph.D. candidates in French Studies are advised to gain teaching experience as well as experience in a French-speaking environment as part of their professional training.

**Comprehensive Examinations**
The Comprehensive Examinations for the Ph.D. program in French Studies are composed of three parts, described below, and are followed by completion of the dissertation and a dissertation defense. The reading list for Part I and the dissertation bibliography for Part II of the examination should be completed in consultation with the committee by the end of the fourth semester of study. Ph.D. candidates will normally take Parts I and II of the Ph.D. Comprehensive Examination by the end of their third year, and Part III during the semester following completion of Parts I and II. However, students should consult with their Committee on Studies about when they should take the exam; timing of the exam may vary depending on the level of the student's preparation prior to beginning the Ph.D. program.

Part I. A four-hour written exam. The choice of three questions is based on an exam reading list covering genre, theory, or area. The list normally consists of twenty-five items submitted by the candidate and twenty-five items added by the committee.

Part II. A twenty-minute verbal presentation in the style of a conference paper delivered to the exam committee on a question related to but not limited to the cultural or theoretical context of the dissertation. The question takes the dissertation bibliography into account. The candidate will receive the question at 9:00 a.m. and present at 2:00 p.m.

Part III. A dissertation proposal defense with the exam committee reviewing the dissertation proposal, to take place in the semester following completion of Parts I and II. Students should prepare a dissertation prospectus between 18–25 pages in length, including a working bibliography, which will be submitted no later than two weeks prior to the colloquium. During the colloquium, the student will give a 10- to 15-minute presentation on the prospectus, respond to questions from the committee and discuss the design of the dissertation project. The Committee on Studies will review and approve the proposal at the end of the colloquium.

Schedule the written and oral exams with your Committee, and contact FLL staff to reserve a meeting room. Notify FLL office staff two weeks before taking the last of the two exams. FLL office staff will submit the “Announcement of Exam” form to OGS and provide the “Report of Exam” form to your Committee on Studies. FLL office staff will submit the completed form to OGS.

Upon successful completion of all three parts of the Comprehensive Exams, fill out an “Application for Candidacy” form available on http://fll.unm.edu/resources/index.php or in hard copy at the FLL office. Return the form to FLL office staff to submit to OGS for approval. Once approved, the candidate is officially ABD and may register for dissertation hours.

Dissertation and Defense

Ph.D. students have five calendar years from the semester in which they pass their doctoral comprehensive examination to complete all degree requirements.

Candidates must submit their completed dissertation to their committee and receive approval from the dissertation committee chair in order to proceed to the defense. The dissertation may be written in French, subject to the approval of the Dean of Graduate Studies. To obtain approval, write a memo to the OGS Dean and ask the Department Chair to write a memo supporting your petition. Give both documents to FLL office staff to deliver to OGS. The student will receive written approval/disapproval of the petition within a month. See http://fll.unm.edu/files/grad_template_petition_nonEnglishThesis.pdf for a sample petition.
A near-complete draft of the dissertation must be submitted to committee members for their comments and corrections at least six weeks before the deadline for completing all graduation paperwork with OGS. For Fall graduation, the draft should be distributed by October 1, for Spring graduation, by March 1. Readers will normally return the draft with comments and revisions within two weeks, thus leaving the candidate a month to complete revisions and resubmit the thesis for approval to the committee.

Students who miss these deadlines may not graduate on time and will be required by OGS to enroll in at least one credit hour in the following semester in order to maintain their student status. We do not allow summer graduation.

The defense consists of a twenty-minute presentation highlighting the central argument of the dissertation. The candidate will then answer committee questions about the dissertation in a subsequent 40- to 50-minute period. With the exception of the final deliberations of the committee, the defense is open to the public.

Graduation Timeline for Ph.D. Students on TAships with FLL
(Based on a projected 5-year time to completion after the Masters degree)

Students are strongly advised to consult regularly and often with the Director of Graduate Studies and with the Chair of their Committee on Studies should a modification of the timeline be necessary for their particular case.

First year of Ph.D. (Fall & Spring):

- 6 credit hours of course work per semester (including COMP 500 [where applicable]; MLNG 501 “Professional Development Colloquium” (one credit hour); and MLNG 500 “Teaching Practicum” (one credit hour which does not count toward degree)

Second year of Ph.D. (Fall & Spring):

- 6 credit hours of course work per semester
- address language requirement
- Assemble Committee on Studies for Comprehensive Exam

Third year of Ph.D. Fall Semester:

- Preparation for Ph.D. Comprehensive Exams Parts I, II, and III
- address language requirement
- One course (3 credit hours) for a letter grade and one course (3 credit hours) CR/NC

Third year of Ph.D. Spring Semester:

- One course (3 credit hours) CR/NC and either one problems course (3 credit hours) or regular course in FLL (3 credit hours) CR/NC
- Take parts I and II of comprehensive exams

Fourth Year of Ph.D. Fall Semester:
o One course (3 credit hours) CR/NC and either one problems course, or one regular course (3 credit hours) CR/NC

o Submit "Committee on Studies" Form: http://fll.unm.edu/files/grad-form-committeeOnStudies.pdf


o Take part III of the Comprehensive Exams (presentation of the dissertation proposal of 20 to 25-pages to Committee on Studies and dissertation proposal defense)

Fourth Year of Ph.D. Spring Semester:

Students who have passed their Ph.D. exams will enroll in FREN 699 (6 credit hours)

Students who need to retake their Ph.D. exams will do so no later than the Fall semester of their fourth year of the Ph.D., and present their dissertation proposal no later than the Spring semester of their fourth year. Their enrollment schedule for the fourth year will be as follows:

o One course (3 credit hours) CR/NC and FREN 699 (dissertation, 3 credit hours)

Proposed fourth year schedule for students who fail Parts I and II during third year:

o Fall semester: One course (3 credit hours) CR/NC and either one problems course, or one regular course (3 credit hours) CR/NC

o Spring semester: One course (3 credit hours) CR/NC in FLL and 3 dissertation credits (French 699)

Fifth Year of Ph.D. Fall and Spring Semesters:

FREN 699 (dissertation, 6 credit hours each semester)

After the fifth year, departments may extend financial support to Ph.D. candidates on a yearly basis for a maximum of three years, depending on availability of resources. Students will have to successfully petition their Committee on Studies and the Graduate Committee in order to receive such additional support. Furthermore, during each year of extended support, students will revert to the following enrollment requirements: One course (3 credit hours) CR/NC and FREN 699 (3 credit hours) per semester. These requirements may be waived on a yearly basis at the discretion of the Graduate Committee if the student presents a convincing case in a petition for such an exception.

ACADEMIC CONDUCT

1. The UNM policy on “Dishonesty in Academic Matters” states that:
Each student is expected to maintain the highest standards of honesty and integrity in academic and professional matters. The University reserves the right to take disciplinary action, including dismissal, against any student who is found responsible for academic dishonesty. Any student who has been judged to have engaged in academic dishonesty in course work may receive a reduced or failing grade for the work in question and/or for the course. Academic dishonesty includes, but is not limited to, dishonesty on quizzes, tests or assignments; claiming credit for work not done or done by others; hindering the academic work of other students; and misrepresenting academic or professional qualifications within or outside the University.

A student found to have engaged in academic dishonesty will have a letter placed in his or her graduate file. A second violation constitutes grounds for losing a Teaching Assistantship and expulsion from the M.A. or Ph.D. program.

Your initials here and dated signature, below, constitute acknowledgment that you have read the “Dishonesty in Academic Matters” policy and will abide by it. _____ (initials)

2. Collegiality includes respect for the ideas of others and polite and respectful behavior toward faculty, fellow students and staff in classrooms, in UNM office spaces and on campus. All FLL graduate students are expected to follow the Student Code of Conduct in the UNM Pathfinder. 

http://pathfinder.unm.edu/campus-policies/student-code-of-conduct.html. Infractions of the Student Code of Conduct may result in delay in progress to degree, suspension of a teaching assistantship or other disciplinary action. Policy 2220: Freedom of Expression and Dissent

http://policy.unm.edu/university-policies/2000/2220.html in The Pathfinder states, in part:

As an institution that exists for the express purposes of education, research, and public service, the University is dependent upon the unfettered flow of ideas, not only in the classroom and the laboratory, but also in all University activities. As such, protecting freedom of expression is of central importance to the University. The exchange of diverse viewpoints may expose people to ideas some find offensive, even abhorrent. The way that ideas are expressed may cause discomfort to those who disagree with them. The appropriate response to such speech is speech expressing opposing ideas and continued dialogue, not curtailment of speech.

The University also recognizes that the exercise of free expression must be balanced with the rights of others to learn, work, and conduct business. Speech activity that unduly interferes with the rights of others or the ability of the University to carry out its mission is not protected by the First Amendment and violates this policy.

Your initials here and dated signature below constitute acknowledgment that you have read Policy 2220 and will abide by it. _____ (initials)

3. Your initials here and signature below constitute acknowledgment that you have read the FLL Graduate Manual. _____ (initials)

__________________________________ __________________________
Name (printed)                                                               Date

__________________________________
Signature
**2008-2009 MA Graduates:**

Radi Abouelhassan, Comp. Lit & Cultural Studies, Summer 09

The Impact of American Movies on Egyptian Cinema in 1950s and 1960s

Rijasoa Andriamanana, French, Summer 09 Exam

Daniel Bellum, Comp. Lit & Cultural Studies*, Summer 09

Friend, Foe, or Other?: Monsters and Identity on the Odyssean Sea

Noah Cooperstein, German*, Spring 09

The Uncanny and the Android

Caryn Husk, Comp. Lit & Cultural Studies, Fall 08 Exam

Kristopher Murrey, Comp. Lit & Cultural Studies, Spring 08 Exam

Eva Richter, German, Summer 09 Exam Plan I

Anja Riley, German, Spring 09

Hans-Ulrich Treichel’s Der Verlorene: Trans-generational Trauma, Guilt and Shame

Astrid Winegar, Comp. Lit & Cultural Studies, Fall 08

What Does Frodo Live? Examining the character of Frodo Baggins as a cultural indicator of change in JRR Tolkien’s text “The Lord of the Rings” and Peter Jackson’s film Trilogy “The Lord of the Rings”

Christian Wood, French, Spring 09 Exam

**2009-2010 PhD Graduates:**

Valerie Putnam, French, Summer 10

The Evolution of the Representation of Woman as an Alternative Model of Women’s Economy of the Self in the French Novel, 1748-2000 (Une aetude foucaldienne de la femme exotique comme figure paedagogique du daesir faeminin alternative dans le roman franocais de 1747 aA 1997)

**2009-2010 MA Graduates:**

Anna Angeli, Comp. Lit & Cultural Studies, Summer 10

Rape and Male identity in Arthurian romance, chretien de Troyes to Marion Zimmer Bradley

*Aaron Blecha, Comp. Lit & Cultural Studies, Fall 09

*Sefania Gray, Comp. Lit & Cultural Studies, Spring 10
Dreams of Andalusia: Gender, Memory and Nation in Asia Djebar and Fatima Mernissi

Jason Westbrook, Comp. Lit & Cultural Studies, Summer 10 Exam

2010-2011 PhD Graduates:

*Anne – Sabine Nicolas, French, Spring 11

La Danse Du Tutuguri, Ou Le Rite Du Soleil noir: Une Performance Textuelle D’antonin Artaud

2010-2011 MA Graduates:

*Scott Barnard, Comp. Lit & Cultural Studies, Spring 11

A New Language for Heroes: Odysseus, Ajax, and Sophistic Language in Attic Tragedy

Lucie Ceylan, French, Summer 11 Exam

David Hartwig, German, Spring 11 Exam

*Allen Herring, Comp. Lit & Cultural Studies, Fall 10

“Not a Cinematic Hair Out of Place Examinations of Hair and Identity in the Crying Game”

Israel McMullin, Comp. Lit & Cultural Studies, Spring 11

Hearts, Bellies, and the Hunger of Heroes: Intertraditional Agonistic Discourse between the Iliad and Odyssey

Lourdes Saez, Comp. Lit & Cultural Studies, Fall 10 Exam

*Pamela Sharp Comp. Lit & Cultural Studies, Fall 10

*Brent Smith, Comp. Lit & Cultural Studies, Fall 10

Hollywood’s Other America: Neoliberalism, US Hegemony, and the Constrution of an Imaginative Geography of the Americas in Contemporary US Film

2011-2012 PhD Graduates:

*Marie-Chantale Mofin Noussi, French, Summer 12

Toward an African Postcolonial Ecocriticism: Environment in African Fancophone Literature

2011-2012 MA Graduates:

Nina Aurelie Bauwens, French, Spring 12

Le Role Du Hammam Feminin Dans la Construction et la Consolidation des Identités Sexuées en Algérie et au Maroc
Elvine Bologa, German, Spring 12

Identität bei Herta Müller: Schreiben als Mittel der Selbstbehauptung

Erin Ebnoter-Perry, German, Spring 12

Erinnern ist Frauensache? Frauen als Erinnerungsspeicher in Tanja Duckers Roman “Himmelskörper”

Amanda Gray, Comp Lit. & Cultural Studies, Spring 12 Exam

Doaa Omran, Comp Lit. & Cultural Studies, Spring 12

Occidental Encounters: Early Nineteenth-Century Egyptian Reformers in Europe

Trigg Settle, Comp Lit. & Cultural Studies, Spring 12

Higher Powers: The Metrics of Divine Will and Agency in Euripides’ Hippolytus and Herakles

Vicky Vander Male, German, Spring 12 Exam

Jessica Wells, Comp. Lit & Cultural Studies, Spring 12

Ars Audax: The Myth of the Flight of Icarus and Its Reception Since Antiquity

Keith Woodell, Comp. Lit & Cultural Studies, Spring 12

Untranslatable Words in Classical Latin: The Problem with Pius

2012-2013 MA Graduates:

Ojana Albuquerque, French, Spring 13

La chute de la femme-objet: comment Catherine Breillat intègre son discours érotique féminin à la conceptualisation de la femme-sujet dans ses deux films: Anatomie de l’enfer et A ma soeur (Fat Girl),

Romain Chadaigne, French, Spring 13

Memoire et silence autour de la guerre d’Algerie

Kayla Hill, German, Fall 12 Exam

Rosalind Hutchinson, French, Fall 12

Rap and Resistance: Visions of Self and Society in American, African, and French Hip-Hop

*LeAnne Lewis, CLCS, Spring 13

“Battle of Bains: Tactical Bathing in Two Expository Texts, One Filme and a Novellea”

Caley S. McGuill, CLCS- Classics, Spring 13
Embracing Evil: The Threat and Allure of the Female in Greek Poetry.”

Olga Olivas, French Studies, Fall 12 Exam

2013-2014 MA Graduates:

*Scott Brown, French, Summer 14

Shame in the *Fabliaux*

*Bettina Davis, German Studies, Summer 13

“Lateinamerikanische-deutsche Kultur im 21. Jh”

Charles Ewing, French, Spring 14 Exam

*Amandine Faucheux, CLCS, Spring 14

Father’s Dead, Asshole; The End of the Patriarchy and the Beginning of the New Woman in the *Alien* Series.

Cathy Gamble, German, Summer 14 Exam

Margaret Govoni, German, Summer 14 Exam

Randal Guarnieri, German, Fall 13 Exam

*Austin Hancock, French, Fall 13

Pugilism and Poetry: Guillaume Apollinaire Arthur Craven and the Poète-Boxeur

*Melissa Miller, French, Spring 14

Educating Women and Raising Wives

*Lauranne Poharec, CLCS, Summer 14

Portrait of the comic artist as a young man or woman: Spiegleman’s *Maus* and Satrapi’s *Persepolis.*

Brynn Shaw, CLCS, summer 14

*Lindsey Teel, CLCS, Spring 14


*Jordan Wiegian, CLCS- Classics, Spring 14----Exam

*Matthew Wilkens, CLCS-Classics, Spring 14

Augustan Triumphs: Dishonorable Laurels in Ovid’s *Amores* and *Metamorphoses.*
# 2014-15 Degree Plan

## Asian Studies, BA

College of Arts & Sciences: Department of multidisciplinary (4 Year Plan)

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<th>Term 1</th>
<th>Hours Towards Degree: 15</th>
<th>Hours</th>
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<td>ENGL 110: Accelerated Composition or ENGL 111: Composition I and ENGL 112: Composition II</td>
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VII. Undergraduate Degree Maps
### VII. Undergraduate Degree Maps

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**Crucial course:** A crucial course is a predictor for success in obtaining this degree. It should be taken in the term indicated in order to ensure timely progress to graduation.

**Degree Plan Notes**
- Minimum graduation GPA = 2.00. Keep in mind that minimum grades on road map are for individual coursework only. Students must maintain a minimum of a 2.0 cumulative GPA for admission and graduation from the College of Arts and Sciences.

---

**CJ 130 Or PHIL 156 or ENGL 219 or ENGL 220s**
- CJ 130: Public Speaking
- ENGL 219: Tech & Professional Writing
- ENGL 220: Expository Writing
- PHIL 156: Reasoning & Critical Thinking
### VII. Undergraduate Degree Maps

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**Crucial course:** (A crucial course is a predictor for success in obtaining this degree. It should be taken in the term indicated in order to ensure timely progress to graduation.)

### Degree Plan Notes
- Keep in mind that minimum grades on the map are for individual coursework only. Students must maintain a minimum of a 2.0 cumulative grade point average for admission to and graduation from the College of Arts and Sciences. Minimums listed for the individual courses do NOT meet the cumulative minimum.
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<td>Social Behavioral Science</td>
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<td>2nd Major or Upper Division Elective</td>
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<td>3</td>
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<td>Concentration Requirement</td>
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<td>Elective Any Level</td>
<td>3</td>
<td>D-</td>
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<tr>
<td>Upper Division Elective</td>
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VII. Undergraduate Degree Maps
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<tr>
<td>Upper Division Elective</td>
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<td>2nd Major or Upper Division Elective</td>
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</table>

**Crucial course:** 1 (A crucial course is a predictor for success in obtaining this degree. It should be taken in the term indicated in order to ensure timely progress to graduation.)

**Degree Plan Notes**
- Keep in mind that minimum grades on road map are for individual coursework only. Students must maintain a minimum of a 2.0 cumulative grade point average for admission to and graduation from the College of Arts and Sciences. Minimums listed for the individual courses do NOT meet the cumulative minimum.
- A student must choose a concentration early on in his curriculum, as he is required to take concentration required courses. The concentrations are Comparative Studies and Cultural Studies.

**CJ 130 or PHIL 156 or ENGL 219 or ENGL 220s**

- **CJ 130:** Public Speaking
- **ENGL 219:** Tech & Professional Writing
- **ENGL 220:** Expository Writing
- **PHIL 156:** Reasoning & Critical Thinking
### VII. Undergraduate Degree Maps

#### 2014-15 Degree Plan

**French, BA**

College of Arts & Sciences: Department of Foreign Languages & Literature (4 Year Plan)

<table>
<thead>
<tr>
<th>Term 1</th>
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<tbody>
<tr>
<td>FREN 201: Intermediate French I</td>
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<tr>
<td>ENGL 110: Accelerated Composition or ENGL 111: Composition I and ENGL 112: Composition II</td>
<td>3</td>
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<td>Freshman Academic Choice</td>
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<td>MATH</td>
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<td>ENGL 120: Composition III</td>
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<tr>
<td>CJ 130 or PHIL 156 or ENGL 220 or ENGL 219</td>
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<td>C</td>
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<td>Social Behavioral Science</td>
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<td>C</td>
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<td>Fine Arts</td>
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<td>Physical and Natural Science</td>
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<td>Elective Any Level</td>
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### Term 8

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**Term Hours:** 15

### Term 7

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**Term Hours:** 167

**Crucial course:** * (A crucial course is a predictor for success in obtaining this degree. It should be taken in the term indicated in order to ensure timely progress to graduation.)

### Degree Plan Notes

- Keep in mind that minimum grades on the map are for individual coursework only. Students must maintain a minimum of a 2.0 cumulative grade point average for admission to and graduation from the College of Arts and Sciences. Minimums listed for the individual courses do NOT meet the cumulative minimum.
- This model assumes a student entering at 291 level.

### CJ 130 or PHIL 156 or ENGL 220 or ENGL 219s

- CJ 130: Public Speaking
- ENGL 219: Tech & Professional Writing
- ENGL 220: Expository Writing
- PHIL 156: Reasoning & Critical Thinking
## 2014-15 Degree Plan

**German, BA**

College of Arts & Sciences: Department of foreign languages & literatures (4 Year Plan)

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<td>uresFman AcademCChoce</td>
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<td>D-</td>
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<td>3 ATH</td>
<td>N</td>
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<td>Secon1 danyege</td>
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<td>I Eh d 52G Composition 00</td>
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<td>h 3 E N6: Topics: h e rmanMTto1aM</td>
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<td>3 inor or 2n1 3 ajor vePyrement</td>
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<tr>
<td>CUSNGJr PH5b or I Eh d 25Gor I Eh d 22G</td>
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<td>Social 9eFaLoral Science</td>
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<td>h 3 E N6: 0ntro tyction to h e rman Ltteryre</td>
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<td>h 3 E 4G: Contemporayhman Ltteryres</td>
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<tr>
<td>h 3 E N6: Topics in h e rman liteyrtyre an1 Ltteryre in Translation</td>
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<td>3 inor or 2n1 3 ajor vePyrement</td>
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<td>h 3 E 4G: A1Lance1 h e rman Composition</td>
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<td>h 3 E 44: Translation</td>
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<tr>
<td>Social 9eFaLoral Science</td>
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<td>uine Arts</td>
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<td>3 inor or 2n1 3 ajor vePyrement</td>
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<td>8pper DIaion I lectLe</td>
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<th>Term 6</th>
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<tr>
<td>h 3 E 4B3: Special Topics in h e rman Stlyties</td>
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<tr>
<td>h 3 E N6: Topics in h e rman liteyrtyre an1 Ltteryre in Translation</td>
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<tr>
<td>Hymantries</td>
<td>N</td>
</tr>
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<td>3 inor or 2n1 3 ajor vePyrement</td>
<td>N</td>
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VII. Undergraduate Degree Maps
### VII. Undergraduate Degree Maps

<table>
<thead>
<tr>
<th>Term 7</th>
<th>Hours</th>
<th>Minimum Grade</th>
<th>Notes</th>
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<tr>
<td>h v 3 E 47G Topics: All Lance1 Seminar in h eman Syl tles</td>
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<tr>
<td>3 inor or 2:n 3 ajor ve fyrement</td>
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<tr>
<td>1 lctlLe AnMdeLeL</td>
<td>5</td>
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<td>2:n 3 ajor or l lctllLe AnMdeLeL</td>
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<td>2:n 3 ajor ve fyrement or 8pper-Dilusion l lctllLe</td>
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**Crucial course:** A crucial course is a predictor for success in obtaining a degree. If not taken in the 1st term it takes at least one term to ensure timely graduation.

### Degree Plan Notes

- 3 minimum grades h PA = 2.0. Keep in mind if at least minimum grades on roa1 map are for in1&1yayal coysework onM Syl tents must maintain a minimm of a 2.0gmy latllLe h PA for at mission an1 gr1ayation from Ife College of Arts an1 Sciences.

### CJ 130 Or PHIL 156 or ENGL 219 or ENGL 220s

- **CJ 130:** Public Speaking
- **ENGL 219:** Tech & Professional Writing
- **ENGL 220:** Expository Writing
- **PHIL 156:** Reasoning & Critical Thinking
## VII. Undergraduate Degree Maps

<table>
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<td>Course Description</td>
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**Term Hours:** 14

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**Term Hours:** 14

**Crucial course:** ![A crucial course is a predictor for success in obtaining this degree. It should be taken in the term indicated in order to ensure timely progress to graduation.]

**Degree Plan Notes**

- Keep in mind that minimum grades on road map are for individual coursework only. Students must maintain a minimum of a 2.0 cumulative grade point average for admission to and graduation from the College of Arts and Sciences. Minimums listed for the individual courses do NOT meet the cumulative minimum.
- *Language 1 and 2 From the following languages: Chinese, French, German, Greek, Italian, Japanese, Latin, Portuguese, Russian, & Spanish.** Language 3 from any not chose for 1 and 2 or Navajo, Swahili Language Studies, Swahili, or Arabic. A list of acceptable coursework for the Additional Major hours can be found on the department website or in person.

---

**CJ 130 or PHIL 156 or ENGL 219 or ENGL 220s**

- **CJ 130: Public Speaking**
- **ENGL 219: Tech & Professional Writing**
- **ENGL 220: Expository Writing**
- **PHIL 156: Reasoning & Critical Thinking**
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**Notes**

VII. Undergraduate Degree Maps
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**Crucial course:** 1 (A crucial course is a predictor for success in obtaining this degree. It should be taken in the term indicated in order to ensure timely progress to graduation.)

### Degree Plan Notes
- Keep in mind that minimum grades on road map are for individual coursework only. Students must maintain a minimum of a 2.0 cumulative grade point average for admission to and graduation from the College of Arts and Sciences. Minimums listed for the individual courses do NOT meet the cumulative minimum.

**CJ 130 or PHIL 156 or ENGL 219 or ENGL 220s**

- J 31: ObPui lc Speaking
- ENG9 219tbece& o Pff Wiss.f nat t rxng
- ENG9 220b ypf sff Hl t rxng
- PI @ 15Rb Leasf rong o J rxcal h6rkng
Peer Institutions:

University of Iowa

French & Italian:
Faculty-18
- BA Italian
- BA French
- MA French (w or w/o Thesis)
- Doctor of Philosophy in French

Asian & Slavic (Chinese, Japanese, & Russian):
Faculty-21
- BA Russian
- BA Languages & Literature
  - Chinese Track
  - Japanese Track
    - MA Asian Civilizations
  - Chinese Track
  - Japanese Track (not offered 2013-14)

German:
Faculty-9
- BA German
  - Combined BA/MA German
- MA German
  - Doctor of Philosophy in German

Classics:
Faculty-15
- BA Classical Languages
- BA Ancient Civilization
- MA in Greek, Latin, or Classics
- Ph.D. in Classics

Comparative Literatures:
Faculty-8
- BA in Comp. Lit
- PhD in Comp. Lit

Other languages offered:
  - Czech, Hindi, Korean, Sanskrit, Swahili

University of Kansas

Arabic:
Faculty- 4
BA/BGS Arabic & Islamic Studies

Chinese & Japanese:
Faculty- 9
BA East Asian Languages & Cultures
- Chinese Languages & Literatures Concentration
- Japanese Languages & Literatures Concentration
- Chinese Language Concentration
- Japanese Language Concentration
- Double Language Concentration
  MA East Asian Languages & Cultures (Japanese/Chinese Concentration)

French & Italian:
Faculty- 30
BA French
BA French/Italian
BA Italian
MA French
PhD French

German:
Faculty- 13
BA German Studies
MA Germanic Languages & Literatures
PhD Germanic Languages & Literatures

Slavic Languages & Literatures (Russian):
Faculty- 6
BA Slavic
- Russian
  MA Slavic Languages & Literatures (Russian Concentration)
PhD Slavic (concentration on Russian Literature)

Classics:
Faculty- 8
BA/BGS Classical Antiquity
BA/BGS Classical Languages
MA Classics

Other Degrees Offered:
Foreign Language PK-12: French (Undergrad BSE)
Foreign Language PK-12: Spanish (Undergrad BSE)
Foreign Language PK-12: German (Undergrad BSE)
Foreign Language PK-12: Chinese (Undergrad BSE)
Foreign Language PK-12: Japanese (Undergrad BSE)
Foreign Language PK-12: Russian (Undergrad BSE)
Foreign Language PK-12: Latin (Undergrad BSE)

Other Languages Offered:
Amharic, South Slavic Languages, Cherokee, Czech, Danish, Dutch, Farsi, Haitian Creole, Hausa, Hindi, Hebrew, Kaqchikel, Ki, Swahili, Korean, Miskito, Polish, Quichua, Slovene, Somali, Swedish, Tajik, Tibetan, Turkish, Ukrainian, Uyghur, Wolof, Yiddish

University of Nevada-Las Vegas

French & German:
Faculty-9
  BA French
  BA German
  MA French
  MA German

University of California- Riverside

Chinese & Japanese:
Faculty-7
  BA Asian Literatures & Cultures
• Chinese Track
• Japanese Track

Classics:
Faculty-3
  BA Classics

Comparative Ancient Civilizations:
Faculty-2
  BA Comparative Ancient Civilizations

Comparative & World Language:
Faculty-12
  BA Comparative Literature
  MA Comparative Literature
• Interdisciplinary Track
• Interliterary Track
• Science Fiction, and Literature Track

French:
Faculty-5
  BA French
German:
Faculty- 2
  BA Germanic Studies

Languages:
Faculty- Faculty range from Asian Studies-Russian
  BA Languages

Russian:
Faculty- 1
  BA Russian

New Mexico State University

French:
Faculty- 3
  BA French

German:
Faculty- 1
  BA German

University of Texas- El Paso

French:
Faculty- 5
  BA French
  BA+ Teacher Certification in French

University of Tennessee

Arabic:
Faculty- 2
  BA Arabic

French:
Faculty- 8
  BA French
  BA French (Honors Concentration or Language & World Business Concentration)
  Ba/MA French
  MA French (Thesis/No Thesis)
  PhD French

German:
Faculty-6
  BA German
BA German (Language & Literature Concentration, German Studies Concentration, Honors Concentration)
BA/MA German
MA German (Thesis/No Thesis)
PhD German

*Italian:*
Faculty- 2
  BA Italian

*Japanese:*
Faculty- 2
  BA Language & World Business (Japanese Concentration)

Russian:
Faculty- 3
  BA Russian Studies
  BA Russian Studies (Honors Concentration)

**Texas Tech**

*Classics:*
Faculty- 7
  BA Classics (Latin or Greek Concentration)
  MA Classics

*French:*
Faculty- 4
  BA French Studies
  MA French Studies

*German:*
Faculty- 6
  BA German
  MA German

*Russian:*
Faculty- 5
  BA Russian Area Studies

**University of Colorado- Boulder**

*Asian Studies (Chinese & Japanese):*
Faculty- 18
  BA Asian Studies
  - Japanese Language and Civilization Track
  - Japanese Language and Culture Track

VIII. Peer Institutions
• Chinese Language and Civilization Track
• Chinese Language and Literature Track

French & Italian:
Faculty- 24
BA Italian
BA French
  BA/MA French
  MA French Literature
  PhD French Literature

German & Russian:
Faculty- 20
  BA German Studies
  BA/MA German Studies
  Dual MBA/MA German Studies
  MA German Studies
  PhD German Studies
  BA Russian

Comparative Literatures:
Faculty- 24
  MA Comparative Literature
  PhD Comparative Literature

Classics:
Faculty- 14
  BA Classics
• Greek and/or Latin Track
• Literature, Culture, and Thought Track
• History, Art and Archaeology Track
  MA Classics
• Greek/Latin Concentration
• Classical Art and Archaeology Concentration
• Classical Antiquity Concentration
• Teaching of Latin (MAT) Concentration
  PhD Classics

Other Languages Offered:
Arabic (Certificate Program offered)
Farsi
  Hindi
  Korean
  Sanskrit
  Tibetan

VIII. Peer Institutions
Hebrew
Nordic

*University of Oklahoma - Norman Campus

Arabic:
Faculty- 3
  BA Arabic

Chinese:
Faculty- 5
  BA Chinese

Classics:
Faculty- 15
  BA Classical Studies
  BA Classical Languages (Greek/Latin)
  BA Latin

French:
Faculty- 8
  BA French
  MA French
  PhD French

German:
Faculty- 6
  BA German
  MA German

Italian:
Faculty- 7
  BA Italian

Russian:
Faculty- 4
  BA Russian

Other Degrees Offered:
  BS Education w/ Certification in French, German, Latin & Spanish

Other Languages Offered:
Persian
Hebrew
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**Overall Enrollment Total** 4737
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## IX. Enrollment Statistics

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**Overall Enrollment Total** | 4675  
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**Overall Enrollment Total**: 4420

**Overall SCH Total**: 13661
### Table 2. Enrollment by Sex and Ethnicity of Students Admitted to Program

**Foreign Languages & Literature**  
**Fall 2004 to Fall 2013**

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### IX. Enrollment Statistics

1. Undergraduate enrollments exclude declared majors in program who are in University College and have not yet been admitted to the program’s college.

Data Source: Enrollment Management dataset based on 21-day HED Enrollment file

UNM Office of Institutional Analytics: Heather Mechler
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By year (Fall and Spring only)

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FLL Hiring Plan
May 5, 2014
Walter Putnam, Chair

1. Summary and justification

By AY 2015, FLL will count 23 faculty spread across 12 degree programs. In AY 12-13, FLL served 6127 students and generated 18,652 student credit hours. This represents a considerable increase in students and credit hour production, especially considering that we had three faculty members on leave at some point during that period. UNM's increased emphasis on international studies has made FLL the destination for many students and faculty across campus, both in A&S and beyond. Besides delivering language instruction to scores of students, FLL contributes to core humanities courses (Classics and CompLit), participates in a range of interdisciplinary programs (Africana Studies, International Studies, Women Studies, Asian Studies, European Studies, Comparative Literature, etc.), and provides expertise in questions of cultural and literary theory that touch so many disciplines nowadays in the humanities and social sciences. The addition of a junior position in Classics has restored the faculty ranks of one of our strongest programs to their historical levels. The hires in Japanese (Asst. Professor and Lecturer), Chinese (Asst. Professor and Lecturer), Russian (Visiting Asst. Professor) and Arabic (Asst. Professor and Lecturer) give us strengths in critical languages outside of the traditional European sphere.

The positions we seek to fill over the coming five years are:

- TT upgrade of VAP in Russian (2016)
- TT or Lecturer hire in Italian (2017)
- TT or Lecturer hire in Chinese (2018)
- Possible replacement hires in Classics and French

As you will see from the proposed hires, our departmental strategy is twofold:

- consolidate the historical strengths of existing language areas
- expand the potential of newer language areas

We are in principle more interested in strengthening the programs we have than in adding new ones. We regularly receive requests for other languages and cultures (Korean, Farsi, Hindi, etc.) and consider them on a case-by-case basis.
2. The department has no existing prior commitments or agreements with the College.

3. Proposed new hires:

A. **Russian upgrade of VAP to TT** (search in AY 16-17 to begin in August 2017)

Russian has had two TT positions since around 1981 servicing a major in Russian, providing core instruction in the very popular Languages major, and making important contributions to the International Studies major. These two positions for AY 13-14 have been held by Assistant Professor Tanya Ivanova and Visiting Assistant Professor Kat Reischl. Prof. Reischl announced her intention to accept another position at the end of the 2013-14 AY. We are conducting a search to replace her with a two-year VAP position. Prof. Ivanova, a psycholinguist by training, teaches both Russian language and culture as well as a large core course, ML101, which regularly draws over a hundred students. Prof. Reischl offered both Russian language and culture courses required of majors but also open to non-majors. We have hired a qualified Russian graduate student, sometimes two, over the past several years in order to round out our course offerings. Russian majors currently number around 20 and SCH production for AY 2012-13 totaled 656. Professor Ivanova was on LWOP and Family Leave for parts of the past two academic years so we expect that a full instructional faculty will result in higher numbers of majors and enrollments. It is our intent to stabilize the Russian program's gains by the replacement of Prof. Reischl with a Visiting Assistant Professor through the 2015-2016 academic year. We are therefore requesting permission to search for a regular TT upgrade to begin in August 2016.

Russian cinema, literature, and music are world-renowned with names like Eisenstein, Dostoyevsky, Tolstoy, and Tchaikovsky. UNM offers the only university-level Russian program in the state of New Mexico despite the fact that Russia has been a major focus of American foreign policy during and since the Cold War. Russian is considered a critical language by the Departments of State and Defense as well as other federal agencies and the presence of the national labs in New Mexico has led to many scientific and technological bridges between the two superpowers of the late 20th century. Russian is the 8th most spoken language in the world by number of native speakers and the 4th by total number of speakers. It is also one of the six official languages of the United Nations.

FLL therefore proposes to initiate a search for an Assistant Professor of Russian language, literature, or culture. With Prof. Ivanova going up for tenure in 2015-2016, this is a particularly crucial and vulnerable time for the Russian program. It seems inconceivable that a flagship university like UNM would allow its Russian program to languish when there is a solid core of devoted students, a strong cultural and historical field of study, and considerable room for growth if adequate resources are provided. It should require about $10K on top of the current VAP salary in order to bring the Assistant Professor up to $60,000.

Russian by the numbers:

i. Russian major and minor, Languages major, no graduate program.

ii. SCH numbers
iii. Russian students tend to be loyal to their studies, whether as Russian majors or Languages or ISI majors. With two faculty members and some PTI and TA help, we are able to offer a broad enough array of courses to meet their needs without having to offer too many independent studies courses.

iv. Russian courses enroll a broad cross-section of students and include significant numbers of protected minorities.

v. Russian student prepare either a Russian major or minor, a Languages major, or an ISI major. There are currently some 20 majors taking Russian courses.

An ad for this position would specify the following:

- Assistant Professor of Russian
- Ph.D. in a relevant field of Russian
- 6 credit hours of teaching per semester
- Curriculum and materials development
- Salary range of $60K + benefits
- Endorsement of departmental policy toward diversity

B. Italian Lecturer (search in AY 16-17 to being in August 2017)

The historical, cultural, and economic significance of Italy from Roman times to the advent of the Fiat, Fellini, and football (oops, soccer) should not need to be justified. The towering figures of Marco Polo, Dante, Leonardo da Vinci, and countless others have secured for Italy a privileged place in our cultural landscape. The close ties between Italy and the U.S. are well-documented, as is the presence of an Italian immigrant community in New Mexico. Italian at UNM has enjoyed a stable and enviable success under the tutelage of a sole Lecturer, Rachele Duke, who single-handedly teaches 50-60 students a semester in beginning and intermediate language courses. These courses appeal to a broad constituency of students from all fields, including undergraduates and graduates. All Italian language courses are offered on an intensive model of 6CH a week so students do the equivalent of four semesters in one academic year. Prof. Duke offers two such courses every semester in addition to a 300-level literature and culture course. It should be noted that this means she regularly teaches 15 CH a semester which is an unpaid overload for any FLL Lecturer.

We propose to hire a second Lecturer in Italian to work alongside Dr. Duke who will most likely retire in the coming years. This individual would allow Dr. Duke to teach a normal full load of 12 CH per semester. Depending on this individual’s qualifications, it is also likely
that this Lecturer would add expertise in an uncovered area of literature or culture. The need for a second person in Italian became acutely obvious when Dr. Duke had an unexpected medical emergency last year and we had no one to cover her classes. Italian is a very popular language that is taught in several area high schools and there is definitely room for growth.

Italian by the numbers:

i. Major and minor programs. No graduate program.

ii. Spring 2010 68
    Fall 2010 79
    Spring 2011 74
    Fall 2011 82
    Spring 2012 72
    Fall 2012 73
    Spring 2013 67

iii. Italian language enrollments are consistently strong and retention is high. This is due both to the excellent reputation of the current Lecturer and to the intensive nature of the ITAL 175 and 276 sequences. Students take six credit hours a semester and make considerable progress, thus putting them in a position to reach competency at a more accelerated pace. This, in turn, assures retention of students.

iv. Italian courses enroll a broad cross-section of students and include significant numbers of protected minorities.

vii. Many students working towards a Languages major, the most popular major in FLL, choose to include Italian. Students also have the option of preparing an Italian minor. There are currently ten active Italian minors.

4. Italian position listing

An ad for this position would specify the following:

- Lecturer in Italian
- M.A. or above in a relevant field of Italian
- 9-12 credit hours of teaching per semester
- Curriculum and materials development
- Salary range of $50K + benefits
- Endorsement of departmental policy toward diversity

As we have done with other Lecturer hires, FLL will pay for the purchase of a computer and offset moving expenses in the amount of $2500.

C. Chinese TT or Lecturer Hire  (search in AY 17-18 to begin in August 2018)

We are including this position in the current plan without many specifics. The recent addition of a TT Assistant Professor of Chinese and a full-time Lecturer in Chinese have given a great leap forward to the program. These new faculty are creating new courses and a Chinese minor will be in place by Fall 2014 with plans being laid for an eventual major. The
enrollment numbers are strong (139 in Fall 2012, 121 in Spring 2013) and the low rate of attrition indicates a loyal student body. Once the dust has settled with these new hires, we will assess the real need for adding a position in Chinese and provide a more specific request in a future hiring plan.

E. Departures or Retirements

We do not know at present if/when there will be any departures or retirements in FLL. It is plausible that Professor Cyrino (Classics) and/or Professor Putnam (French) might retire within the scope of this hiring plan. That would leave FLL with no Full Professors.
External Review of the University of New Mexico Graduate Program in Foreign Languages and Literatures

PREAMBLE

We must begin by thanking the administration, faculty, graduate students, and staff of the Foreign Languages and Literatures Graduate Program (which we will call “the Unit” in this report) for their cooperation and candor in making this review possible and offer a special word of gratitude to the chair, Warren S. Smith, for the copious materials provided in advance which helped us in shaping our questions and evaluating various aspects of the program. While it would also have been helpful to have been alerted beforehand about some of the recent internal administrative and personal problems the program had faced and the nature of which did not begin to emerge, in bits and pieces, until the second day of our visit, we fully understand that there is no proper way these events could have been presented to us in advance without prejudicing our perceptions and risking unfairness to all parties involved. As we learned of the difficulties of the previous year we found ourselves mightily impressed that the present chair had been able to stabilize the situation and get the department back on an almost even keel. It is not our place to comment on the difficulties the Unit experienced in 2002 except to note one matter of importance: that they appear to have led to the filling of a vacancy with an appointment in Latin which might, arguably, have been made more wisely in French. In a program such as that in foreign Languages and Literatures, where a small faculty has to cover a great variety of subjects and areas, the reassignment of a faculty position can have very telling consequences.

It is, of course, pointless to argue about what should have been done when we are not in full command of the historical details. But we did keep our eyes open for ways of ensuring that the program protect itself from further damage of this sort. Hence our particular attention to the administrative structure of the Unit to determine what modifications might serve its interests best.

We will begin with a general overview of the Unit as a whole and then proceed to more detailed matters.

THE FACULTY

Our review of the current faculty confirms that the Unit has a strong, well-trained, learned faculty with tremendous potential. Even though we question the wisdom of the recent appointment in Latin, we applaud the candidate selected, whose deep learning, varied teaching, and lively presence have established him, in less than a year, as a splendid addition to the Unit. Since, as we found out almost by accident, he has near fluency in Japanese, the Unit’s Japanese and Cultural Studies Program will also benefit from his presence if he achieves tenure and is thus freer to put this extra talent to good use.

The Unit maintains healthy enrollments in undergraduate classes in all the areas in spite of its limited funding and resources. It not only provides undergraduate instruction in a large
number of languages including Japanese, Chinese, Italian, Russian, Latin, and Ancient Greek as well as its undergraduate and graduate programs in German and French, but offers undergraduate and graduate programs in Comparative Literature and Cultural Studies along with an undergraduate program in Classics. Among its undergraduate offerings, courses 204/205 and 223/224 have a broad and general appeal. These are only the most popular of a number of creative and exciting courses that have moved the Unit out of the box of time and genre. The Cultural Studies Colloquium makes a fine contribution to the intellectual life of the university and, with the summer school offerings, has the potential to be a major connection between the state and the local community. Indeed, we noted with pleasure the faculty's willingness to engage in and enthusiasm for collaborative activity and interdisciplinary research and teaching. The Unit is very clearly in step with the university's plans for such cooperation. And it is working on some very new and exciting projects which will link, for example, Cultural Studies with Dance. Similarly we must applaud the Classics program which has established itself as part of the larger presentation of literature, language, and culture within the context of a Comparative Literature/Cultural Studies framework.

At the same time, however, actual collaborative projects tend to be limited in scope and based on individual faculty initiatives rather than on Unit plans. Interdisciplinary projects are time-consuming, and many faculty are kept so busy with the fulfillment of basic teaching and research activities that the time available for broader, collaborative activities is limited. Unless the university can find a way of providing released time and financial support for inter-departmental projects, it is hard to see how faculty can extend their cooperation beyond current levels without over-extending itself. We worry that the enthusiasm of the untenured faculty for such varied and time-consuming enterprises may interfere with their own progress towards tenure. We therefore hope that their senior colleagues will keep a close eye on them to ensure that they do not enrich the programs of the Unit and the university at great cost to their own careers. The issue, then, is not whether the faculty can be lured into interdisciplinary activities. They are ready and willing. The issue is how to make such collaboration feasible and prudent. To this end, initiatives will have to come from the higher levels of administration as well as from the Unit itself.

Because of the varied composition of the Unit, it is a miniature Arts College all on its own with a strong tradition of individual enterprise among the constituent programs. Such enterprise is, in many ways, a sign of academic health. But it is vital for the wellbeing of the Unit as a whole that individual professors do not use, however unwittingly, personal influence (or the power that comes with their positions) to develop fiefdoms or to shape programs more in accord with their own professional interests than with those of the program itself. Further, care must be taken that individual projects do not cannibalize the resources of the Unit. The Chair and the Unit (acting in the manner of a Senate rather than a House of Representatives) must establish and maintain control of individual programs to ensure that they do not get become "privatized." The faculty must set clearly marked priorities for the Unit's manifold activities, and be prepared to rein in the ambitions of individual programs whose appetites for growth outstrip the resources available to support that growth.
Some of the Unit's impressive energy could be directed towards developing projects and programs in which both faculty and graduate students from across the Unit can share an opportunity to act together in creative and productive ways. There is room for more intellectual and social interchange development such as student-organized and faculty supported activities such as conferences, readings, and plays. For at present the graduate students from the various programs seem not have benefited as much as they could from social and intellectual interaction with their peers and with the Unit faculty as a whole. Many, as we note below, seem not to have met each other before our visit and several expressed, among other things, the desire for a "space" where graduate TAs as well as graduate students who have no such appointments could become better acquainted and interact.

Most of the faculty do a great deal of effective teaching at both graduate and undergraduate levels and manage to engage in significant research despite broader responsibilities in teaching and teacher training than are common in peer institutions. Further, we found individual professors, in their respective self-assessments, very well aware of their own strength and weaknesses, thoughtful in the matter of departmental and program-specific needs and possibilities. In short, their own self-evaluations should provide UNM with a rich resource of suggestions and recommendations for the future.

What does need emphasis, however, is that the faculty is being asked to do a lot with a little and that the Unit has not been well-managed in the past. The task of maintaining graduate programs, comparative literature, and cultural studies courses in addition to the basic programs in undergraduate language instruction stretches the Unit's resources so thinly that the consequences of an unforeseen resignation, retirement, death, or illness could put an entire program at risk. There is very little margin of error. Further, the faculty is under immense pressure to teach outside its professionally established fields of expertise. Some graduate students wrote to us that "faculty seem busy, disorganized, uninterested" and even "not knowledgeable" in certain areas. This observation may seem at odds with what we have just said in their praise. But it becomes comprehensible when one considers the heavy workloads and wide range of teaching often demanded of them. The addition of two new professorial lines, one of which should be in French, would give the program a much-needed stability and the opportunity to develop the kind of interdisciplinary courses the university would like to see and which the Unit would like to give. The UNM should also be aware that the salaries paid to tenured faculty members in the Unit seem much lower than those paid by peer institutions. Quite aside from any questions of immediate fairness, this low level of remuneration may make it easier for the competition to lure away some of the best-known and most vital faculty. It is, however, only fair to add that, surprisingly, we did not hear a single complaint about salaries.

LIBRARY RESOURCES

If graduate programs in the humanities are to thrive in a large state with few appropriate research facilities, it must have an adequate library. And we are delighted to report that the UNM's library is not only one of the most beautiful we have seen, but that it has deployed its limited resources to provide an adequate collection for graduate work in
French, German, and Cultural Studies, and has a good undergraduate collection in Classics. In our interviews with library staff we found a dedicated group eager to help their teaching colleagues, sensitive to the needs of the Unit's various programs, determined to provide a pleasant as well as practical environment for research and study, and justly proud of their facilities. They are to be congratulated. Careful thought has been given to the periodicals and journals purchased, and faculty requests for books are filled speedily. Our only complaint is that some of the books are still not catalogued in accordance with the Library of Congress nomenclature. But even this failing indicates that the director must, at some point, have made the decision that funds could be better spent on acquiring new books than on recataloguing the old.

CLASSROOMS AND OFFICES

Working space elsewhere on campus is at a premium. The Unit's administrative offices are cramped and overcrowded and the interior of the buildings would not do credit to a budget motel. Classrooms, while adequate in size, are Spartan and not properly equipped with computer access such as is needed in a unit which teaches languages and which would benefit from ready accessibility to internet connections and audio-visual resources. Faculty offices are far too small. This problem is, apparently, university-wide. Planners have clearly not given much priority to providing offices where a humanities-professor (who needs lots of books) has adequate space for research materials and for student consultation and where he or she would be inclined to establish a working base after classes are over for the day. These environmental issues are not minor. In the humanities, where professors don't have laboratories, and rarely have such avenues of interaction as field-work settings where intellectual and professional activities and interaction outside of the classroom can take place, office space where professors can talk with each other and with students are critical venues for learning, research, mentoring, and teaching. Further, it is hard to maintain confidentiality in an administrative office with inadequate space for faculty, staff, and the storage of records. Lack of confidentiality is one of the problems we will discuss in more detail below.

In order to facilitate interaction and alleviate problems described later in this report (see page 22 "Graduate Students") a room should be dedicated to graduate students.

THE CURRICULUM: LANGUAGES OTHER THAN ENGLISH

We must now move to the complex area of the graduate course offerings within the unit, beginning with those programs which involve instruction in languages other than English.

The University of New Mexico faces huge challenges in developing and maintaining its various programs in languages other than English. Since New Mexico is, to a large extent, Spanish-speaking, and home to other non-English languages and cultures, the term "foreign languages" has rather different resonances here than in other regions of the United States. At UNM it means: "most European languages taught, other than Spanish, Portuguese, and English, plus Latin, Ancient Greek, Japanese, and Chinese along with certain cultural studies and comparative literature programs enrolling students who are, to all intents and
purposes, monoglot English speakers.” Although the University is, essentially, Anglophone. Spanish (including, perhaps less comfortably, peninsular Spanish and Portuguese) is maintained as a separate departmental unit, much as the department of English has its own distinct academic structure. Such separation is logical enough, since Spanish is not a foreign language in New Mexico. Budgetary and administrative separation of Foreign Languages from Spanish and Portuguese have, of course, their drawbacks as well as their advantages. Academic life and curricula tend to be shaped by (and thus limited by) the administrative forms and territory they are given. Therefore the appropriate deans must be especially vigilant to ensure that structural and budgetary separation do not lead to the dissipation of resources as the result of unnecessary duplication of course offerings.

It is, of course, not our mandate to look into the graduate programs in Spanish and Portuguese. But it did strike us that “Foreign Languages” is viewed as very much the lesser of the two enterprises in size, scope, intellectual role within the university community, and in funding. French, German, and Russian seem more “foreign” and exotic in New Mexico, given New Mexico’s already existing plurality of “native” languages. Instruction in the larger curriculum of the university, however, is given in only one of these “native” languages, English. What a huge educational opportunity, by the way, is being squandered here! There does not appear to be any publicly funded university in the United States, regardless of demographics, which offers the kind of opportunities given comparable populations in, say, Canada, Belgium, or Wales, to pursue a higher education in more than one native language. But what does not exist at the macrocosmic level may well develop internally. In the decades ahead there will be increasing pressure on Spanish-language programs to become more self-contained and to broaden their educational mandate within the frame of Hispanic culture in the Americas. A watchful administrative eye is, therefore, needed, and every effort must be made to develop and fund collaborative teaching and research among faculty working in all the various languages and literature programs at the University and to make sure that such areas as Peninsular Spanish and Portuguese do not fall between the cracks.

Initiatives have been taken, we are happy to report, not only within the Unit, but in various areas of the university, to enhance the number and range of programs which foster linguistic and cultural competence, as is demonstrated in the teaching of Arabic, Quechua, and Sanskrit. But more administrative attention must be given to co-ordinating and cross-listing of language courses, so that what are now the rather scattered tesserae of a mosaic may form a more intelligible cultural and organizational picture. Cross-listing by the Unit of all non-English language courses within the university would keep before all students’ eyes the richness of their opportunities of exposure to other languages and cultures at UNM, and tempt them to sample some of those offerings.

**THE DILEMMA: GRADUATE PROGRAMS AND UNDERGRADUATE TEACHING**

Our mandate, as a committee, is to review the graduate programs within the Unit. But at UNM, as in all graduate language programs, one cannot readily separate the issues of graduate from undergraduate education any more than one can draw absolute lines of demarcation among disciplines involving more than one language. At the UNM, the Unit’s graduate programs are administered by the same dean’s office that administers the
undergraduate programs. This, we believe, is a mistake. Graduate programs have special needs which ought to be viewed apart from those governing undergraduate programs.

Money and attention tend to follow numbers. There are far more undergraduates than graduate students in the humanities, and graduate funding is much too dependent upon undergraduate enrolments. Graduate students at UNM, like graduate students in all areas of the humanities at public institutions of higher education, do not expect, as their fellow students in business or medicine expect, to pay for the costs of their advanced degrees themselves. Since there is little graduate fellowship support available at public institutions, humanities graduate students expect to pay for their MA's and PhD's by working as what we generally and wrongly call teaching assistants. In effect, UNM, like most state universities, uses would-be MA's and PhD's to teach four undergraduate courses a year in return for free tuition and a subsistence grant. What the university gains by this is bargain basement teachers in return for subsidized advanced degrees.

The growth and development of the various graduate programs within the Unit, then, are likely to be stimulated by the size and success of the undergraduate programs. The larger the undergraduate enrolments become in a particular area, the more pressure there will be to increase the number of graduate students drawn into that area simply to provide the necessary teaching staff for introductory courses. To take a concrete example. One of the Unit's most popular undergraduate courses is in Classical Civilization, and enrolments in Latin seem healthy. Yet there is no graduate program in Latin and Ancient Greek. How, then, does one staff the courses? Does one allocate vacant faculty positions to Classics, hire part-time help, or (heaven forefend!) give a quick seminar on mythology to underfunded or unfunded graduate students from other programs within the division and let the barely informed teach the uninformed? Or does one develop an MA in Classics, or limit undergraduate enrolment in a popular program so that it does not drive the needs of the graduate program?

What, further, does one do in the opposite situation: where there is an ailing undergraduate enrolment which cannot provide a sufficient basis for sustaining graduate TA's?

Many of the languages taught at the undergraduate level (Ancient Greek, Italian, Chinese, Japanese, Russian, for example) have no corresponding graduate degree, though the instructors who teach them are often involved in some of the other graduate programs offered by the unit. The courses offered under the rubric of Classics at the undergraduate level have proved so successful that the Unit has been hard pressed to staff them all since there is no graduate degree in Latin or Ancient Greek. At the other extreme, the M.A. program in Comparative Literature and Cultural Studies does not have enough TAships to support all its graduate students. Here is one of the central problems facing the Unit: that, within a structure that, at the undergraduate level is primarily devoted to the teaching of languages other than English, there are graduate programs which enroll students without advanced proficiency in languages other than English and who therefore cannot be TA's in the undergraduate language courses. And this problem has created a fairly widespread discontent among graduate students in Comparative Literature and Cultural Studies, since they have few opportunities for serving as TA's in the undergraduate program.
We saw indications, during our visit, that, in at least one case, a student had been admitted and awarded a graduate assistantship solely to staff an undergraduate course which had students but no teacher. Such practice must not be tolerated, since it hinders positive recruitment of graduate students and is awarding a position not on the basis of a candidate’s merits in comparison with others, but as a staffing measure for undergraduate classes. There seems, in fact, to be some history of the appointment of graduate students by professors in individual programs without approval or authorization of the Unit as whole. This practice must be halted. No one should be admitted to graduate study in the Unit whose candidacy and credentials have not been scrutinized by the Unit as a whole and in comparison to other candidates for admission within other programs in the Unit. One cannot shift a teacher of French into a Latin or German language class as one can, at a push, shift someone from an English composition class to a course on contemporary fiction. The fundamental requirement of good language instruction is a teacher who really knows the language he or she is teaching. Under no circumstances should a graduate student with inadequate preparation be allowed to teach an undergraduate language course simply because the undergraduate curriculum needs to staff such a course. There seems to be some evidence that this has happened in German at UNM, and in Latin.

The teaching of elementary Latin is, of course, a general problem at U.S. universities, since graduate students in Classics rarely have anything approaching the near fluency routinely required of modern languages instructors, since Latin is not presented as a spoken language. And because Latin courses do not require the extra hours of language drills they have a tendency to draw students who want to fulfill the language requirement without actually having to speak a foreign language. In short, the Unit must be careful to ensure that Latin does not grow in popularity because it is an “easy option.” When the survival of programs is at stake, there is often a temptation to increase enrolments by lowering standards. And if lowered undergraduate standards increase enrolments in a numbers-driven economy, the result will be a disruption of the graduate programs too.

Under such circumstances we had to pay as much attention to the undergraduate programs as to the graduate programs. Indeed, one of the major problems that the Unit itself, the Dean’s Office, and the Provost MUST address is how to reconcile, intelligently and responsibly, the goals of the Unit’s graduate programs with the management of its undergraduate curriculum.

THE FRENCH PROGRAM

At present, the most smoothly functioning and nationally known program within the Unit is the French program, which, uniquely within the Unit, offers a full sequence of degrees from BA to PhD. It has graduate students who are in many cases native speakers (or of near native fluency), and several who are fluent in more than one language. Like many French graduate programs throughout the country, it lives comfortably with Literary Theory and Comparative Literature, but less comfortably, in some ways, with Cultural Studies and Classical Languages because of its focus on theory. Ironically, the very strength and success of the graduate program in French provides difficulties for other graduate students in the Unit, particularly those in the Cultural Studies programs. Several of them felt
intimidated about enrolling in French language graduate courses because so many of the French graduate students were native speakers, and thus that they were at a hopeless disadvantage. **It is therefore imperative that the French program address this issue with its native-speaker graduate students and encourage them to take the non-native-speakers “under their wings” and make them feel comfortable about expressing themselves in a francophone environment.** Unless this is done immediately, Cultural Studies students will continue to shy away from French courses they are qualified to take and ought to be taking.

**We also think that the Unit should consider establishing some regular, working association with one of the Francophone public universities in Canada, to encourage an active (and affordable) student exchange program. Given the University’s focus, and that of the Spanish and Portuguese division, on the culture of the Americas, it seems logical that the French program should expand those contacts to Canada and/or the French-speaking areas of the Caribbean and South America.** The administration should encourage such an initiative. It is hard to imagine that a Canadian University would not leap at such an opportunity, given the potentially immense reciprocal benefits. Such a connection would also provide UNM’s non-native-speakers of French, both graduate and undergraduate, a low-cost and exciting means of improving their French. Indeed, if such a contact were firmly established within the program, it could easily double the attraction of UNM’s French, Comparative Literature, and Cultural Studies programs. In short, a little effort in this connection could achieve considerable results as well as serve as a reminder that French is, like Spanish and Portuguese, one of the languages of the Americas.

**THE GERMAN MA PROGRAM**

As will be evident from the specific recommendations made above, there are issues upon which we feel the Unit and the College should act immediately. Perhaps the most vital is the question as to whether the Unit, given its resources, is trying to do too much. The need to cover graduate and undergraduate courses over such a broad range of topics leads to admitting graduate students to teach these courses who might otherwise be ineligible for graduate study on the strength of their academic qualifications. The faculty, in particular the junior faculty, is stretched too thin in its teaching of basic undergraduate and graduate courses within its home programs and, at the same, time, organizing and running other programs, both within the Unit and in collaboration with other units and departments.

Nowhere are these problems more evident than in German. The German MA program, in particular, is maintaining itself by requiring its students to take, in an off-campus summer program, courses it cannot offer during the regular year. **We could not fail to observe the uneven and, in some cases, substandard, quality of the German MA program. The need to staff the graduate program AND to teach beginning German has led to the appointment of at least one unqualified graduate. At the very least, this appointment suggests a broader pattern of lack of adequate oversight of the German program.** Even the summer program in Taos, though in many ways a good idea and a fine public relations feat for the Unit and for the university, needs to be administered in
such a way that it does not drain unit resources, is not a personal fiefdom, and is not a required element in the German MA program. More specifically:

A. The German MA program needs more curricular cohesion and conceptual focus. Is it to be shaped along the lines of an interdisciplinary German Studies model, or is it to follow the more traditional lines of a German Language and Literature Program? The Unit has neither the financial nor the faculty needed for it to be both. The Unit must therefore decide what the definition of an MA in German from UNM is to be, and clarify what professional skills and knowledge will be expected of the student upon successful completion of the program.

B. Graduate students should not be obliged to take the Summer Program in Taos in order to achieve the MA. Such a requirement poses logistical and difficulties for those with dependents.

C. The number of credits awarded in the Taos program is far too high in relationship to the hours of classroom instruction. This inequity undermines the academic validity of the program and should have been corrected long ago.

It is time for the Unit as a whole to decide what faculty time and resources should go to the German Summer School, and thus determine the future of what could, if properly run, be an important area of the Unit’s outreach. Given the inadequate monitoring of graduate students (see below), retirements, and an uncertain tenure case, there is a serious question as to whether there will be adequate personnel to staff the German undergraduate program, the MA, and the Summer School. The Unit and the College face a very serious choice. They must either strengthen the German MA program or scrap it.

One viable option for the German MA might involve finding ways of integrating the materials students, staff, and faculty work with, and the analytical perspectives brought to bear on those materials, more deliberately into the Comparative Literature and Cultural Studies programs (film, popular culture, history, and so forth), so that German graduate students are addressing some of the same cultural issues as are addressed in other graduate programs offered by the Unit. As of now, the Comparative Literature element of the Unit is mostly French, Cultural Studies American, and German occupies a territory of its own. If a way could be devised of bringing the German MA into step with the Unit’s Comparative and Cultural offerings, all of the constituent programs within the Unit, not only those of German, might gain from the change. This is how Classical Studies manages its graduate work. Something similar might be devised for German.

CLASSICAL STUDIES

We have already alluded to the strength and vitality of the undergraduate program in Classics within the Unit. And the question has been raised as to whether there ought to be an MA program in Classics. Even though the Unit has three professorial faculty and a successful and growing undergraduate program in Latin, Ancient Greek, and Classical Civilization, we think that the Unit should think very carefully before moving in the direction of an MA in Classics. Classics, as a discipline, is very differently structured from
most of the other disciplines within the Unit. In the first place, it embraces two languages, neither of which is currently spoken outside of the Vatican and certain groups of enthusiasts in Finland, Poland, Lexington Kentucky, and Los Angeles. Second, it stretches horizontally across disciplines into history, archaeology, medieval and renaissance studies and is less likely, in our opinion, to contribute as it does to the Cultural Studies and Comparative Literature Programs if allowed to assume a graduate life of its own.

It is, of course, true, that Classical Studies are a growing field in American Universities—something of a surprise to those who last looked at them in the 60's or 70's when they appeared doomed—just as surely as Russian Studies are declining since the fall of the Soviet Union. There is student interest and demand. Of that there is no doubt. We have our theories as to why, but this is not the place to discuss them. However, the Unit must ask itself whether a graduate MA program in Classics is a wise deployment of its limited funds. For if one is developed, it will make the current faculty less available for graduate and undergraduate courses in Cultural Studies and Comparative Literature since the program will have to offer advanced language courses in Latin and Ancient Greek. The Classicists in the Unit are already stretched to and beyond capacity in staffing their current offerings. The provision of extra stipends, in 204/5, for graders (who in some instances already have basic TA funding for teaching Latin or are not, in fact, graduate students) is currently sapping resources which could be used to fund some totally unfunded students in Cultural Studies—and we find this hard to justify.

At present, graduate students can achieve something resembling an MA in Classics under the aegis of Cultural Studies. We think, on the whole, that it would be better to leave matters where they stand or to find a different administrative place for the Classics Program should the College wish to see it grow. There are other, more immediate problems for the Unit: the crisis in German and the serious understaffing of French. This suggestion should not be seen as a criticism of Classics. On the contrary, we feel that it has much to contribute to the Unit. And we would be happy to see the Unit take advantage of its newly acquired Japanese-speaking Classicist to give its Cultural Studies a dimension that few in the country could rival.

**COMPARATIVE LITERATURE AND CULTURAL STUDIES**

Since there is a tendency to put Comparative Literature and Cultural Studies together in one phrase, it is understandable that people think they have more in common than they actually do. **What marks them off from the language programs is that neither Cultural Studies nor Comparative Literature is self-sustaining within the Unit. Each relies on cross-listed courses offered in other divisions and departments.** In very general terms, Comparative Literature concerns itself with the literatures of various language groups (though, in practice, mostly French, German, Russian, and, to a lesser extent Spanish) and with Literary Theory. Cultural Studies looks more towards the social and anthropological relations within groups, and tends to be less focused on language. And it is in the matter of language proficiency requirements that many of the problems reside. Because of their interdisciplinary nature, both Comparative Literature and Cultural Studies tend, by default, towards courses in which the language of instruction is English and they
have lower requirements in language proficiency than do, say, the programs in French and German. Comparative Literature has stricter language requirements than Cultural Studies. Comparative Literature students, then, are less likely to feel excluded from literature courses taught in French. But the Cultural Studies graduate students we talked to felt unqualified to take courses taught in languages other than English and expressed the desire that these necessary courses be taught in English rather than, say, in French or German. Yet to switch the language of instruction in French and German courses to English would impoverish the French and German graduate programs. And the Unit does not have the resources to offer each course in English as well as in French or German. Cultural Studies graduate students, then, not only face the difficulty of sustaining themselves financially, but feel there is a lack of theoretical rigor and focus in their training (as compared with the students in Comparative Literature).

The Unit needs to debate, openly and in detail, the relationship of both programs to the Unit as a whole and the relationship of each to the other. It must examine the disparate requirements of the two programs in terms of the training and skills each demands (especially the level of foreign language competency required). There is no question that Cultural Studies and Comparative Literature both create vital and necessary bridges among various departments and divisions within the university, but the most obvious connections for Cultural Studies (Anthropology, English, Dance, and Performance Studies) are all non-foreign-language based, and the graduate students we met seemed to regard the language component of the program as a nuisance rather than an attraction or a necessity. It is precisely this lack of foreign language proficiency which makes it difficult to find and fund TAships within the Unit, most of whose undergraduate teaching is in French, German, Latin, Russian and other languages. The question thus arises as to whether Cultural Studies is correctly situated, administratively. Would it be better if it were associated with Anthropology or English? Or is it a kind of stateless refugee that is where it is because it has nowhere else to go and is being forced to accommodate itself to a domain whose laws require it to do things it really does not want to do? Should there be a kind of Division of Interdisciplinary Studies which is better designed to house programs that, shall we say, are structured horizontally in a world which is used to vertical buildings? Such a Division could do wonders for Medieval Studies and Classics too.

None of us doubts the value of the Cultural Studies program. But if it is to stay within the Unit, its relationship needs more careful consideration. And the Chair and the Director of Graduate Studies must develop teaching opportunities for graduate students in that program and provide them with proper supervision and guidance.

The situation of Comparative Literature is not quite so problematic. Yet it too has a complicated, interdepartmental and interdisciplinary program necessitating attendance at courses outside the Unit, yet restricted by the Units limitation on the number of credits that may be taken outside the Unit.

It is imperative that the Unit takes into account that its offerings and requirements do not mesh will with the needs of students in these two programs, especially those in Cultural Studies. We recommend that the Unit provide a complete list of all courses
throughout the university that could count toward the MA programs of students in Comparative Literature and Cultural Studies and allow them to be taken for credit on the same basis as they would allow credit for courses taken within the Unit. The Unit should update this list each semester to reflect the courses actually available. While the Unit may prefer, in the interests of its own numbers and control of the programs, that students take courses within the Unit, this self-protective procedure is not in the students’ academic and intellectual interests and has produced a great deal of frustration and dissatisfaction. One means of maintaining some kind of Unit control over such an interdepartmental program is to hardwire course cross listings, as it does in the undergraduate program, so as to consolidate these connections and establish them within the Unit’s own programs.

It would, similarly, make a great deal of sense for the Unit to cross list, with its undergraduate offerings, all those other languages taught at the University other than those, such as Quechua, which falls more logically in the territory of Spanish and Portuguese. Then the UNM student in search of foreign language courses (and, uninformed about the administrative niceties that have determined where each resides) could look under “Foreign Languages” and find Arabic and Sanskrit as well as Italian and Ancient Greek.

THE GRADUATE STUDENTS

Many of the graduate students we talked to seem engaged, committed, and eager to take both the initiative in and responsibility for the quality and course of their graduate training. They carry the bulk of the teaching load of the department and do so in a committed, responsible, and generally cheerful way, with an almost tangible pride in their work and loyalty to their institution. But there are clearly tensions within the ranks between those who are confident of their expertise and those who, for whatever reasons, feel marginalized. We were also surprised at how many of the students seemed never to have met one another before they assembled for the review. This suggested to us that the different programs within the Unit were operating more independently, at least socially, than we had suspected.

Of course it is true that all graduate students tend to be discontented in certain ways. But we did not feel that their suggestions and complaints should be thus generalized and dismissed. Indeed, when we pursued, in individual sessions with faculty members, the issues which the graduate students raised, we found echoes of these same concerns. Here is a selection of faculty and student observations on conditions affecting graduate students:

1. There is a lack of support for graduate students within the program, particularly in their preparation of theses.
2. Classes sometimes meet irregularly, do not have syllabuses, or meet off campus and outside regular hours.
3. Classes are not carefully scheduled to minimize conflicts
4. Faculty does not work together and is factional. Students choose an ally and join cliques within the program.
5. There are suspicions that grievances are generally handled unfairly and informally rather than fairly and formally.
6. Different standards are applied to different graduate students in different programs within the unit.

7. There is a need for "on campus" summer programs. Required German off-campus summer program is a) expensive b) out of town and thus difficult for students with dependents and part-time employment.

Here are some of things the graduate students said they wanted:

1. Smaller undergraduate classes which would "benefit student learning" since students would have "more opportunity to speak in class." And besides: "teaching assistants are responsible for the end-results."

2. Establishment of a more integrated or, at least, more interconnected community through periodic "Unit-Wide" meetings and other shared activities.

3. Basic, standard materials and guidance should be given to new teaching assistants and a shared and up-dated file of them maintained for in-class use.

What was most noticeable was the almost total absence of complaints from either graduate students or faculty about the heavy teaching loads and poor pay.

GOVERNANCE OF THE GRADUATE PROGRAMS

The criticisms and the suggestions of faculty and graduate students alerted us to problems in the governance and administration of the graduate programs. There is clearly no functioning structure on the level of the Unit as a whole to make fundamental decisions about graduate admissions, status of graduate students, standards for graduate programs, dealing with grievances, faculty hiring and promotion, or the creation and maintenance of intra-departmental programs affiliated with individual programs. Definitive action must be taken to prevent the continuation of an often arbitrary process of decision-making and enforcement of rules.

This is an old problem. True, the graduate programs in the unit have been re-shaped in the wake of the previous external evaluation (November 1994). On page 5 of that report, under the heading "Reforming FLL," the very first recommendation was the consolidation of the divisions into which the various major language and literatures had evolved under a "single departmental chair working with a unified, not a divided faculty." We saw evidence that this recommendation had been acted upon, though there are still traces of the "fiefdoms" noted in the 1994 report. But the 1994 report did not see that there ought to be a fully empowered Director of Graduate Studies in addition to a Chair, however competent the Chair may be, if the graduate program was not to be, essentially, an economical means of staffing the undergraduate courses. Although the Unit is, currently, very competently chaired, the Chair's prime responsibilities should be the overall budget, the faculty and staff, and the needs of the undergraduate programs, which accommodate most of the Unit's students and take up most of the faculty's energies. The graduate program should be under the aegis of the Director of Graduate Studies.
Yet, in the current system, the Director of Graduate Studies is almost deliberately disempowered. To illustrate our point, the Course Catalogue (p.175) specifies the convening of a graduate committee of 3 members of unit, plus the chair, plus a graduate student representative. But it does not provide a role for the Director of Graduate Studies. Nor does it provide for committee members from outside the Unit.

There are some problems with the presence of a student member. Under optimal circumstances, it is an excellent way to show to students that the faculty can work together in a collaborative manner; to foster communication between faculty and students; and to minimize potential problems (scheduling conflicts; sound grad. students’ concerns, etc...). However, the graduate student representative must be excluded from all discussions pertaining to students (admissions, exams, etc...) and meetings must be scheduled accordingly.

To counterbalance the tug of the undergraduate programs, and to ensure that the needs of the graduate program have a distinct and not subordinate voice, there must be a Director of Graduate Studies who can represent the interests of the graduate programs and the graduate students to ensure that they are not reduced to an ancillary role. Much graduate instruction, for example, is not even calculated in the assessing of teaching loads. At UNM, as at most universities, such duties as thesis supervision are not part of, but additional to, formal classroom teaching duties and, as such, tend to get neglected when the pressures on faculty time increase.

The Director of Graduate Studies, like the Chair, should be as impartial as possible. Either officer is always likely to be a faculty member with particular interests in, and loyalties to, a particular program or programs. Therefore it is imperative that both the college administration and the faculty within the Unit examine, revise, and apply, diligently, by-laws that ensure that neither officer exceeds wisdom or authority in the allocation and direction of the Unit’s resources and, conversely, that each has sufficient authority to prevent larger programs from marginalizing the smaller ones or creating and maintaining independent fiefdoms. The Unit must ensure that those traces of “separate budgets for divisions” which, according to the 1994 report, still “continue de facto,” and which are still, to a degree, present, are finally eliminated.

The disempowerment of the Director of Graduate Studies, however, also reflects a more general problem at UNM: that there is no really empowered Dean of Graduate Studies with a real budget and real authority to safeguard graduate programs from the demands of the undergraduate curriculum. The dependence of graduate education on the undergraduate program would be lessened if UNM were to have a Dean of Graduate Studies with a budget and with authority to establish and maintain university-wide standards to which each Unit or Department should be held. The absence of distinct administrative governance and oversight of graduate education university-wide on the part of the Graduate School makes it very difficult for individual Units to establish and maintain reasonable, fair, and uniform standards.
DUTIES OF THE DIRECTOR OF GRADUATE STUDIES

The duties of the Director of Graduate Studies should be:

1. To establish a representative, Unit-wide committee to make decisions about graduate admissions and graduate funding. Decisions about graduate admissions and graduate funding need to be made on the level of the Unit as a whole. This includes establishing equitable criteria as to who is admitted, who gets funding, how a students’ progress is evaluated and whether a given student, however promising, is qualified for the specific teaching assignment proposed by a program.

2. To set out, in writing, expectations and standards for graduate education within the Unit.

3. To ensure that each graduate program within the Unit offer sufficient appropriate courses on campus during the regular academic year to meet the requirements of its MA or PhD degrees; and that these courses be in accord with the professional competence of the faculty asked to teach them; and to coordinate the scheduling of courses offerings with those of other Units contributing to the program.

4. To review, at agreed and regular intervals, with the Chair and the appropriate program faculty, each graduate program to ensure its continued viability.

5. To examine, in conjunction with the committee, the allocation of graduate assistants across the various programs of the Unit. Such allocation needs to be decided upon by the Unit as a whole, not by each individual program, such as German, French or Classics. It is here that there may arise conflicts of interest between the demands of the undergraduate program and those of the graduate program, given the limited financial resources available. For example, should an undergraduate Classics course merit 2 graders, who may have to be appointed from outside the Unit’s graduate student body or be already employed graduate students paid supplementary stipends when other graduate students in the Unit are going unfunded? And what is a fair payment for a grader with limited teaching responsibilities, as compared with a TA with, essentially, full responsibility for a course.

6. To conduct a thoroughgoing review, in conjunction with the graduate committee, of the credentials of all current graduate programs and graduate students enrolled and to make recommendations as to their continued status.

7. To review graduate student teaching and evaluations, report the results to the students and add a written summary of the evaluations to each graduate student file.

8. To review, with the Unit Chair, the scheduling of all graduate and undergraduate courses to ensure that graduate students are not prevented from taking needed courses because of scheduling conflicts with other graduate courses or TA obligations; and making it clear that all required courses must be offered on campus facilities at regular
teaching hours in accordance with the schedules published or amended with his/her consent.

9. To ensure the proper mentoring of graduate students. Each student should have an individual advisor to guide him or her through the program, an advisor who is not necessarily the generic advisor specified for that program. The Director should not be overwhelmed personally with all the work and obligations entailed with advising, mentoring, and supervising each graduate student.

10. To invite and hear grievances from the graduate students and serve as their advocate in the event of conflicts with the Chair.

11. To ensure that all course requirements for an MA or PhD can be met without taking courses off campus.

12. To review guidelines as to the number of courses to be taken by graduate students each semester, taking into account the special needs of students and ensuring that curricular offerings of programs correspond to the kind and number of courses that students are required (by Unit and university guidelines) to take. If a program cannot offer the number and kind of courses required by university and Unit regulations, the Director of Graduate Studies must so declare to the appropriate university officers and indicate that it is no longer a feasible program.

13. To enforce university guidelines for graduate study (how many courses, at what level, in which unit, etc.). If these guidelines are as yet insufficiently spelled out, they should be developed in collaboration with the appropriate administrative authorities.

14. To expand, in collaboration with the Chair, the range of teaching opportunities for PhD students to include composition and conversation courses.

15. To establish guidelines, at the Unit level, for the coordination of TA assignments and training.

16. To conduct, at regularly designated times, a Unit-wide review of graduate students and to come up with recommendations (to continue, discontinue, continue under specified conditions). These recommendations should be communicated to the graduate students.

RECOMMENDATIONS FOR THE UNIT AS A WHOLE

The tradition of powerful individual fiefdoms noted in the 1994 report still leaves a disturbing legacy, which makes it difficult to establish an equitable system of Unit governance. So long as junior faculty and graduate students are more concerned about offending powerful baronies within the state than they are with offending the Unit Chair or the Director of Graduate Studies or with violating the Unit’s or the university’s by-laws and rules, the welfare of the constituent programs will remain in jeopardy. We think it entirely probable that the recent troubles of the Unit owe much to the assumption that power is available for those who make a bold grab for it. Hence the need to update departmental by-laws and all other published principles of Unit policy to ensure that they reflect university policy and desired Unit practices. By-laws should reflect the need for
faculty governance in critical decision-making, so as to prevent individual faculty in positions of institutional authority or those who have established personal power-bases from making decisions unilaterally. And it is the duty of the Department Chair to ensure, with the wholehearted backing of the University Administration, that the rules are observed.

Under no circumstances should the College or University Administration authorize the search for a faculty-level appointment before the Unit as a whole has had a chance to debate and vote on the program in which the appointment is to be made. If the Chair’s judgment is at odds with that of the majority, he or she must be required to show the College just cause why the majority opinion should not be honored. (Given the necessity to maintain balance in the Unit, there may be instances where it is necessary to prevent one of the larger programs from using its numbers to take a position for itself when it might be more wisely allocated elsewhere). Even temporary, last minute faculty level appointments should not be made on the authority of the Chair’s recommendation unless there is clear, written evidence of majority support within the Unit. All recommendations for promotion should also involve Unit-wide review and should not rest solely with the program to which the candidate belongs.

The need for mentoring, the absence of which we noted in our observations on the duties of the Director of Graduate Studies, is also a problem for the non-tenured faculty. The Unit Chair should ensure that their progress towards tenure and promotion is clearly directed and supported and should assign an appropriate mentor to each junior faculty member to alert them to any problems they may be encountering or requirements they may be missing or to offer advice and help with teaching or administrative problems. The Chair should consult with the mentors as well as the faculty members about the faculty member’s progress and together they should act to protect the junior professors from the typical perils that await the unwary, particularly in understaffed departments – most notably excessive administrative assignments.

During our visit we became aware that what we would describe, most charitably, as breaches of professional decorum have been far too common. And such professional decorum must be clearly reestablished and upheld at all levels of the department so as to establish good, clear, and defined relations among teachers, staff, and students. Classes, for example, must be held at the times and in the places scheduled by the registrar unless the Chair approves a specific exception. Professors must treat one another with professional respect. Academic standards must not be sacrificed to save personal projects, however noble their aim. For the result is the widespread impression of unfairness and injustice which in turn leads to a breakdown of respect. And with the breakdown of respect comes the subversion of confidentiality.

We were presented with some serious allegations (and some persuasive evidence) of serious breaches in confidentiality. We recommend that a strong mandate be given to the Unit Chair to ensure that such breaches in confidentiality are not tolerated. The establishment of trust, to which confidentiality is central, is critical, we believe, to creating that atmosphere of open dialogue which the faculty and students of the Unit uniformly
identify as desperately needed. We were appalled at the cynical assumption the graduate students we interviewed made that what they told us would, as a matter of course, be attributed directly to them, and that they would be identified and subjected to retribution.

CONCLUSION

We are aware that we have ventured some far-reaching criticisms of the Unit and programs we have reviewed, and made very specific recommendations. This should not be taken to mean that we do not have great respect for what the Unit has achieved and for the faculty who have made it what it is, even when we feel they have gone too far and been tempted to salvage pet projects in inappropriate ways. On the contrary, we all gathered up fistfuls of brochures for the Taos program, which sounds, and is, very attractive. The problems we have discerned have stemmed rather from what a city-planner might describe as the lack of adequate zoning regulations, from the failure to provide as clear a prescription as possible as to what the Unit is supposed to be and to do. Foreign Languages and Literatures is still a collection of programs dedicated to individual goals rather than a federation of different programs with a common educational goal in mind. And a federation must have a constitution and firm (but accountable) leadership. Such firm leadership will be hard to establish from within after years of baronial free enterprise.

If leadership in the two key posts of Department Chair and Director of Graduate Studies is to succeed, authority must be placed in the hands of faculty who are trusted by their colleagues as capable of broader vision, who can be trusted to see administrative office as an opportunity to develop the Unit as a whole, not as a chance to get more goodies for their own programs. Weak leadership in either post will not do. The time-honored practice of rotating responsibility among senior staff has a tendency to institutionalize, rather than eliminate, factionalism. Nor will it work to put capable, but lower-ranking, faculty in charge. They will feel vulnerable to senior colleagues and imperil their chances of promotion. It might, on the whole, be worth the time and expense of looking for an experienced outsider to help in this task if the faculty cannot agree upon individuals within. Import a law-giver to redraft the by-laws with the Unit’s help and get the rule of those by-laws established as routine practice so that, ultimately, the system may police itself.

Summary of recommendations for the Unit:
1. Develop projects and programs in which both faculty and graduate students from across the Unit can share and opportunity to act together in creative and productive ways (see page 4).

2. Fill up vacant position in French (p. 5).

3. Hire an experienced Director of Graduate Studies who can provide fresh views and strong leadership for the future direction of graduate programs (p. 24-29) and meet challenges described in this report including:

   a. the establishment of a graduate student exchange program with a Francophone university (p. 13-14);
b. a thorough review of the MA program in German (15-16);

c. the administration of the Cultural Studies program and the design of its future shape (20-22).

4. Conduct a faculty-driven review of the Unit’s administrative structure and revise departmental by-laws accordingly.

Respectfully submitted on behalf of the committee (Frederick Ahl, Angelika Bammer, and Marie-Pierre Le Hir)

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