

*Department of Asian Languages & Literature*

*University of Washington, Seattle*

**Decennial Self-study and Review**  
September, 2014

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Department of Asian Languages & Literature  
University of Washington, Seattle

*Decennial Self-study & Review*

Degrees offered:

Bachelor of Arts, Master of Arts, Doctor of Philosophy

Last reviewed in 2004

William G. Boltz, Chairman

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## **Part A: Departmental and program information**

### **Section 1: Department overview & organization**

#### *1.1a Profile and mission*

The central mission of the Department of Asian Languages and Literature is to serve the University, the region, the nation, and the world at large by:

- providing instruction, at the elementary through advanced levels, in important representative languages of East, South and Southeast Asia;
- contributing to the general education function of the University, through a wide range of course instruction in the languages, literatures and cultures of Asia;
- offering courses of study leading to the BA, MA, and PhD degrees in Asian Languages and Literature;
- training undergraduate and graduate students, who go on to use their knowledge of and proficiency in Asian languages and literature in diverse professions and enterprises, including business, government and academia;
- expanding knowledge, through research in diverse areas, whether historical or analytical, basic or applied, past or present, concerning the languages, literatures, and cultures of Asia;
- promoting educational and cultural exchanges between the University of Washington and educational institutions throughout Asia;
- collaborating with other academic units within the university in interdisciplinary curricular and research endeavors;
- assisting educational institutions by training future teachers;
- serving the region by means of the expertise and knowledge represented by members of the department; and
- sponsoring talks, colloquia, conferences, and symposia that expose the general and university communities to intellectual and cultural conditions, developments and trends related to Asian languages, literatures, and civilizations.

#### *Department Vision*

The Department of Asian Languages and Literature at the University of Washington, Seattle, is a nationally and internationally renowned department engaged in teaching and research in the major languages and literatures of East, South and Southeast Asia, and in related university service. The department places particular emphasis on treating Asian languages and literatures in a broad humanistic context, taking care to examine them with reference to the cultural and historical traditions within which they have developed and continue to play a role in the modern world.

The department seeks to achieve an effective balance among its various activities. Through its language classes it seeks to inculcate in students, both undergraduate and graduate, advanced abilities to utilize Asian languages for a multiplicity of purposes in a rapidly changing world. Through its courses on literature, culture, and civilization the department seeks to spread awareness of the contributions of Asia to the literary and cultural traditions of the world as a whole. And through its research, in areas as far-ranging as literature, linguistics, language pedagogy, philology, religion, epigraphy and paleography, and cultural studies, it attempts to increase knowledge about a geographical region that includes approximately forty percent of the world's population.

The Department of Asian Languages and Literature is situated in one of the thriving cultural and economic centers of the Pacific Rim and serves as a vital resource to Seattle, the State of Washington, and the Pacific Northwest as a whole. As this region continues to expand its influence on the world stage, knowledge of Asia, its languages and cultures, is increasingly indispensable. The department

plays a vital role in training the next generation of citizens to meet the challenges of a complex and interrelated world and takes pride in its status as a visible, dynamic link in a chain of first-tier institutions throughout the world dedicated to the study of the languages and literatures of Asia.

### *1.1b Degrees & Programs*

#### *Undergraduate degrees offered:*

Chinese Language and Literature (BA, Minor)

Disciplinary concentration options: Linguistics, Literature

Japanese Language and Literature (BA, Minor)

Disciplinary concentration options: Linguistics, Literature

Korean Language and Literature (BA, Minor)

South Asian Languages & Literature (BA, Minor)

Disciplinary concentration options: Hindi, Sanskrit

#### *Graduate degree programs offered:*

Buddhist Studies (MA and PhD)

Chinese Language and Literature (MA and PhD)

Disciplinary concentration options: Linguistics, Literature

Japanese Language and Literature (MA and PhD)

Disciplinary concentration options: Linguistics, Literature

South Asian Language and Literature (MA and PhD)

Disciplinary concentration options: Hindi, Sanskrit

(For enrollment and graduation data and patterns see appendix D.)

### *1.1c Departmental personnel*

#### *Office staff*

Professional staff:	Administrator (1.0 FTE)
	Academic Counselor (1.0 FTE)
Classified staff:	Curriculum secretary (1.0 FTE)
	Office receptionist-secretary (0.9 FTE)
Graduate student assistant:	Undergraduate adviser (0.5 FTE)

#### *Faculty*

Six professors, six associate professors, three assistant professors;

Eight senior lecturers, nine lecturers;

Five adjunct faculty, two affiliate faculty, three emeritus faculty.

(For individual names and data see appendix A.)

### *1.1d Governance*

The department is strongly committed to shared governance, which we understand to be the extent to which faculty other than the chair-person are involved in making decisions. We believe that shared governance does not just improve morale and distribute the administrative workload, it also leads to better decisions and outcomes than could be achieved otherwise. University personnel policies automatically require a certain degree of shared governance: new faculty appointments, for example, are voted upon by all faculty members, regardless of rank.

Individual area programs enjoy a great deal of autonomy.

Curricular decisions, including course scheduling, are made in a bottom-up manner. Faculty members make proposals to their colleagues in their respective programs, and discussions are led by a program coordinator, who makes a recommendation to the chair, generally reflecting the collective judgment of the program in question. Recommendations are reviewed by the chair-person and the curriculum secretary and typically then approved with little or no modification.

Graduate admissions are first discussed and voted upon by graduate faculty in the respective programs; final decisions are made by a graduate admissions committee.

Teaching assistant appointments are handled by the individual programs as well, whether by designated committees or committees of the whole; in either case, faculty are closely involved. The committees recommend appointments to the chair-person for approval, and in almost all cases, the recommendations are accepted as is.

Finally, much of the work of the department is conducted by faculty members serving on various internal committees. These committees often make proposals to the faculty as a whole for discussion at department meetings, which are scheduled monthly. With the exception of personnel actions, which are discussed and voted upon in executive session, these meetings by state law are open to the public.

## *1.2 Budget & Resources*

### *1.2a Department Budget* (See appendix B.)

#### *1.2b Resource allocation*

Evaluation of allocations of faculty and staff time and funding are both periodic and continuous. In general we have little in the way of discretionary funding or human resources to reallocate, so there is not much room for us to maneuver. By far the largest portion of our budget goes toward faculty salaries, and the largest share of faculty time is devoted to teaching. Teaching plans are submitted every autumn for the following academic year to the department chair-person via the various program coordinators. Faculty, program coordinators, and the chairman scrutinize the proposals carefully to make sure that required courses are taught and that enrollments are maximized through coordination of schedules. The allocation of teaching assistants is handled in much the same way. As a consequence of contract negotiations between the University and the UAW, TA salaries are steadily rising; this is completely beyond our power to control, yet it has a direct impact on how many TA positions we will have available. Faculty and staff devote a significant amount of time to TA selection and scheduling; appointments are awarded with great care.

The office staff was partially reorganized in 2005-06 after an independent review by an outside consultant. A half-time graduate assistant position was established to take responsibility for undergraduate advising, allowing our graduate adviser (a full-time professional staff member) to focus almost exclusively on graduate student matters. The heavy load on the graduate adviser was pointed out in the previous program review, and we are pleased to say that it has since been ameliorated.

The financial crisis of 2008 prompted the department, like all other campus units, to model budget cuts of various levels of severity. In general we emerged through the crisis with minimal financial damage. Among the consequences was a 10% reduction in the departmental receptionist-secretary position, adding to the workload of other staff members.

Administrative assignments for faculty are issued annually, and committees are periodically reconfigured. After the previous decennial review, a new position of associate chair-person was established, partly to relieve the chairman of certain duties and partly to provide primarily associate professors with an apprenticeship in departmental administration. It has been continued successfully for the past ten years, held successively by multiple faculty members.

### *1.2c Development & Growth*

The Asian Language & Literature Development Committee has worked closely with the Director of Development (now termed Advancement) for Arts and Humanities in the college to create a fundraising strategy for the department. With the changing leadership at the college level, our activities have taken several different forms, e.g., community-directed faculty lectures and social events, increased public relations through a quarterly e-mail bulletin, a redesigned web site, a Facebook page and a YouTube site, the restructuring of our department's array of funds to better reflect the culture-specific community interests, and the creation of an Advisory Board (2005-2012) to assist us in cultivating specific sources of corporate support. These efforts yielded success in the form of several substantial individual gifts, a modest increase in smaller contributions, and two new endowments, the Li Fang-Kuei & Hsu Ying Graduate Fellowship Award, which supports graduate students studying Chinese linguistics and the Takashi and Lily Hori Endowment for Japanese Language and Literature, which supports the research of faculty in Japanese.

With the recession in 2009 development activities both at the level of the college and within the department were *per force* scaled back, and the emphasis shifted from active cultivation and solicitation of individual donors to stewardship. Now, with the prospect of a better economic environment, we are poised once again to begin more active fund-raising efforts. Given our past fund-raising successes and failures, we think that cultivating those with a specific interest in our department's mission is the best approach. We will continue outreach activities that might appeal to those in the Puget Sound community with an interest in Asian language and culture and attempt to transform them into stakeholders in the department's mission. We plan to establish better ties with department alumni by increasing opportunities for connections with the department and direct involvement in department events. We will also continue our stewardship efforts and maintain our current contacts through regular department "Thank-you cards," social media, and possibly the college e-Bulletin.

Finally, we should note that the department's Early Buddhist Manuscripts Project (EBMP) has had marked success in garnering outside funding. Supported from 1999-2014 by grants from the Luce Foundation, the National Endowment of the Humanities, as well as by private donations, in 2011 the EBMP received major funding from the Dhammachai International Research Institute (DIRI), New Zealand, which will continue until 2019.

### *1.3 Academic diversity*

The Department is firmly committed to academic diversity for two important reasons: intellectual and meritocratic. To fail to maintain diversity is to deny the inherent merit of linguistically, ethnically and culturally diverse communities and to fail to recognize the varied intellectual riches of the human experience. We believe that Asia, which comprises 40% of the world, is such a vast subject it requires a multiplicity of perspectives, exposures and interactions to comprehend it properly. Faculty research interests include cross-cultural communication, migration, script formation, historical identity,



national identity, ethnic identity, gender and language identity, cultural formation, nation-state history, bilingualism, and multilingualism. We are committed to excellence in teaching and scholarship, which means we seek the best faculty, students, and staff to join us regardless of race, ethnicity, gender, or other factors. We realize that this requires us to pay close attention to members of under-represented groups and that they may need particular encouragement to visualize and develop a career in Asian Studies.

Among professorial faculty we are approaching parity in terms of gender. We have three faculty members of Asian descent, all female, each at a different professorial rank. Our junior faculty ranks include two females and one male. Lecturers, seventeen in number, all of whom save one are ethnic native speakers of the languages that they teach, comprise a substantial part of the non-Caucasian lecturer faculty in the entire college.

Our student body is diverse. Approximately one-third are international students, one-third are Caucasian, and one-third are Asian-American. More than half of our students are female. Unfortunately, we see few Hispanic and other under-represented groups among our graduate students. Our budget for graduate student recruitment is nonexistent, making it impossible to bring in under-represented students. On the positive side, our faculty has been successful in shepherding through graduation students with disabilities, some moderate, some life-threatening.

We do have an approved diversity plan on file and we did enjoy some success in winning GO-MAP funding for students from under-represented minority groups when the application process entailed applying for funds for individual, prospective students.

## Section 2: Instruction

### *2.1 Learning Goals & Outcomes*

#### *2.1a Undergraduate education*

The department's undergraduate curriculum has two large educational goals: to instruct students in a range of Asian languages both modern and classical, from the introductory to most advanced levels, and to introduce students to Asian literature and culture in a broad humanistic context, taking care to include consideration of their historical backgrounds, especially historical contacts with Western and Near Eastern worlds.

The department consists of four undergraduate BA programs (Chinese, Japanese, Korean, South Asian) and a non-major grouping of South East Asian languages.

Through our courses on literature, linguistics, and culture, we present the contributions of Asia to the literary and cultural traditions of the world as a whole. We offer a large number of courses on topics in ancient and modern literature, linguistics, language pedagogy, philology, religion, epigraphy, paleography, film, art, and cultural studies. These courses leverage the expertise of our faculty to expose students to the latest developments in knowledge about Asian cultures, and are joined by the common overarching goal of expanding students' cultural awareness, deepening their sensitivity to a wide variety of textual expressions, and developing their ability to understand these languages, literatures and cultures in relation to the historical worlds in which they participate. AL&L classes are regularly cross-listed with Comparative Literature, Linguistics, Religion, and the Jackson School of International Studies programs. Most of these offerings are listed without prerequisites, and are generally accessible to both majors and new-comers.

The language curriculum maintains a large number of offerings in order to serve as diverse a student population as possible. We try to provide our students with the language skills they need to meet their goals, whether personal, academic or professional. Nine modern languages, and three classical languages are taught at the undergraduate level. The curriculum emphasizes both variety – the department distinguishes itself from its peers in the richness of its offerings in “less commonly taught” languages such as Urdu, Bengali, Vietnamese, Thai, and Indonesian – and rigor – all of the modern languages offered include three or four years of instruction, the minimum length of time necessary for students to become functionally competent in languages that are challenging to master. Two of our programs – Chinese and Korean – have recently added “heritage learner” tracks to serve Asian-American students who come to language study with an informal background in the target language. We also have multiple course offerings at the highest levels of our Chinese and Japanese programs, such as reading & translation and language learning through film, allowing the most highly motivated students to complete the equivalent of five years of language study.

Overall, the department puts considerable emphasis on serving diverse student needs, while maintaining high standards of achievement in all of those offerings. Course enrollments range from 150-person introductory courses to more specialized courses serving much smaller areas of student need. Our language classes serve both departmental undergraduates and graduates, as well as large numbers of non-major students. Even in upper-level courses approximately one-third of the students are non-majors.

Most of the department's offerings allow for sustained interaction between faculty and students. The department has recently developed a number of large-size classes, but the majority of our classes have about thirty students or less. This allows for direct and ongoing feedback from students and easy day-to-day classroom interactions. We also avail ourselves of student course evaluations at the end of each quarter. Peer teaching reviews are conducted at least once per year so that faculty can get timely feedback from other faculty.

Such close contact between faculty and students leads to near-constant curricular development in order to meet students' changing needs, to utilize new resources and generally to revise course

material. Our language programs introduce new textbooks regularly, as they become available (often written by our own instructors). All of our language instructors continue to build on a considerable archive of online materials. Japanese and Korean language courses have adopted Moodle, supported by the Language Learning Center, and created assignments that are done more efficiently online than with pen and paper. We also incorporate “real life” and educational video, audio, and written media. Taking advantage of the diverse community on campus and in the area, native speakers may also be invited to the classroom. The heritage learner tracks in Chinese and Korean were introduced within the past ten years to meet student demand. The courses in less commonly taught languages are dynamic laboratories of innovation, as faculty re-design curricula on a year-to-year basis to accommodate widely divergent needs and levels of preparation among incoming students in subjects whose pedagogical infrastructure in the U.S. remains underdeveloped.

The department’s literature and culture offerings are also in a constant state of development in an effort to introduce students to new perspectives on Asian cultures and to respond to changing student interest. The most notable single trend among these developments has been an increase in the number of film and popular cultural offerings in the Chinese and Japanese programs. In any given year we now offer two to four classes on film and popular culture to respond to student interest in both visual culture, and particularly Asian contemporary popular cultures. Every year there are new offerings from faculty, ranging from classes that address current events, such as an undergraduate seminar on literary responses to the Fukushima earthquake, tsunami, and nuclear disaster, to classes such as the recent “Persian and the Vernaculars,” designed to coordinate with a series of visiting scholars, introducing undergraduates to the excitement of research and giving them the benefit of access to the most current understandings in a particular field of knowledge.

The department is currently in the process of reviewing its major and minor requirements to make sure they remain optimally aligned with program goals. The undergraduate education committee has also been working on an exit poll for graduating majors, though this has yet to be implemented. Following a recent website re-design, we are also working to improve our communications with the university student community, particularly in publicizing our literature and culture offerings each year. These already attract students from across campus, but we believe we can improve. We also hope to develop our currently non-degree Southeast Asian languages into a major or minor program along the “module” proposals for undergraduate degrees recently adumbrated in the college.

### *2.1b Graduate education*

The department offers MA and PhD degrees in Buddhist Studies, Chinese, Japanese, and South Asian languages & literature. Our constituent programs provide broad and intensive training in the description, analysis and critical interpretation of Asian languages and literary texts and the linguistic and cultural traditions in which they have developed. The programs’ common learning objectives are to equip students with the knowledge and analytical skills necessary to conduct original research in the humanities using primary and secondary Asian-language sources. The department prides itself on maintaining its historical commitment to an intellectual and methodological synthesis of philological, linguistic, and literary studies—a model that has all but disappeared from many of our peer institutions. This traditional approach is at the same time receptive to and entirely compatible with a modern “cultural studies”-inflected approach that integrates the study of language and literature into broader cultural and multi-media contexts, and allows for cooperation with other disciplines and institutional units.

Each of our graduate programs has its particular strengths. The Chinese program boasts world-class faculty in ancient manuscript studies, classical Chinese literature, historical linguistics and dialectology, and modern cultural and critical studies. It is one of the few programs in North America where graduate students receive integrated training in ancient literature, modern literature, and historical linguistics, and thereby acquire the cultural knowledge and critical tools to engage in

textual, literary and linguistic analysis at the highest levels of scholarship. The graduate studies program in Japanese combines the best of an area studies approach and of critical theory by encouraging innovative approaches and competing perspectives. The program includes faculty expertise in classical poetry, medieval drama, publishing history, regional literature, ethnic minority literature, colonial and post-colonial literature, disaster literature, visual culture, diasporic literature, and applied linguistics and second-language acquisition. The South Asia program's strengths include linguistics and epigraphy, poetics and metrics, devotional Hinduism, and early modern print culture. The program also hosts the department's degree-granting disciplinary concentration in Buddhist Studies, which is internationally renowned for its linguistically and textually intensive focus on Indian Buddhism, the Buddhist scholastic tradition, and early Buddhist Gāndhāri manuscripts.

The national and international reputation of our programs and of the department as a whole is reflected in the robust numbers of applications to graduate study. The number of applications has risen over the years, from 61 in 2004 to a record of 126 in 2014 (eleven-year average: 77). Offers of admission have remained relatively conservative: 36 offers were made in 2014, to 29% of the applicants, less than the eleven-year average of 37%. The 9 acceptances for 2014 represent 7% of the total applicants (eleven-year average: 9%) and 25% of the offers extended (eleven-year average: 25%). The number of offers reflects the rigor of our selection process. The acceptance rate and number of incoming students result in part from the department's extremely limited ability to offer financial support for graduate study. TA positions in the language programs are nearly the department's sole means of graduate financial assistance. Despite the demand for language instruction, the number of TA positions supported by the College has shrunk. The department's commitment to maintaining support for current students with proven academic ability and instructional expertise further reduces the likelihood that TA positions might be available to offer prospective students. Our programs regularly see many of their top candidates for graduate study declining our offers of admission in favor of multi-year support packages from competing institutions. The TA positions we are able to offer benefit the students who hold them by providing not only financial support but also valuable training and teaching experience. At the same time, the demands of TA employment may have a negative impact on time to degree; and the department's need to dedicate its allotted TA-ships to high-demand language course severely limits the opportunities for students to teach the "content" courses that carry particular weight in demonstrating our graduates' credentials when applying to tenure-line teaching positions.

Our programs evaluate student learning and monitor progress through individual faculty assessment of coursework, and through faculty committee administration of field and general examinations and supervision of MA and PhD theses. Every student enrolled in our graduate programs receives an annual review of progress prepared by his or her faculty adviser, discussed at a meeting of the full program faculty, and approved by the program head and the department-wide graduate program coordinator. The Petition to Proceed to doctoral study, prepared by a student after completing the MA requirements, is likewise reviewed by the entire program faculty, and serves as a valuable mechanism for joint assessment of all aspects of a student's performance and achievements up to that point. The relatively small number of graduate students in our programs allows faculty advisers to develop close working relationships with their advisees. Advising and mentoring are consequently key elements in assessing student learning, providing feedback to students, and gauging student satisfaction and student needs.

Student satisfaction and needs are monitored on an individual level through the adviser relationship, on a course-by-course level by the standard student course evaluation surveys, and on a program level through faculty meetings and discussion. On the basis of these assessments, the various programs and, as necessary, the department as a whole, continually strategize ways to maintain a high level of learning outcomes and prepare students for academic employment and other post-degree options. Examples of initiatives in recent years include the adjustment of the MA and PhD language

requirements to allow greater flexibility and improve time to degree; the establishment of faculty-sponsored reading groups to assist students in mastering material in preparation for field and general exams; and the organization of “dry run” practice sessions for job and conference talks. The faculty are also always on the look-out for ways to maintain and deepen educational activities that reach across program boundaries. In addition to fostering a shared intellectual agenda and departmental unity, these cross-program initiatives benefit students by pooling faculty expertise and cultivating a “critical mass” of student involvement out of what could otherwise be a sparse and dispersed community of graduate students in the individual programs.

## *2.2 Instructional effectiveness*

### *2.2a Student Course Evaluations*

Our department makes extensive use of student course evaluations, looking in particular for large fluctuations or very low scores that may indicate a problem calling for further scrutiny or instructional coaching. We view these scores as much as an indication of student satisfaction as of teaching effectiveness.

Across programs, every course by non-tenured faculty members is subject to student evaluations, and most tenured faculty also evaluate most courses. Faculty use these ratings to understand student perspectives and to improve instruction. Student comment sheets are often the most helpful part of these evaluations in understanding student perspectives though those are considered unofficial and do not become a part of the departmental record.

### *2.2b Surveys and In-class Methods of Receiving Feedback*

These include using on-line surveys and asking students directly for feedback in writing or during class. Our faculty regularly use such methods to become aware of student views regarding instructional innovations or changes in curricular materials. Information gleaned from exam and quizzes also contributes to a clear perception of instructional effectiveness and allows instructors to adjust approaches to improve the effectiveness of their classroom procedures.

### *2.2c Departmental Peer Teaching Reviews*

The department conducts annual internal teaching reviews by our own faculty. In general the procedure is for each non-tenured person to be reviewed annually, with tenured faculty being reviewed every three years. Our faculty are skilled and responsible, and peer teaching reviews are an opportunity to encourage our faculty's growth as instructors. We have made a number of changes in the peer teaching review system to make the process likelier to encourage conversations about teaching that benefit both the reviewed and the reviewer. Each innovation has been found helpful and has been continued, as follows:

- 2010: Publishing departmental guidelines for including pre- and post-observation meetings, including how to conduct these meetings to maximize productive engagement about teaching.
- 2011: Including limited peer-to-peer (same-rank) reviews, in order to encourage conversations about teaching among peers.
- 2014: Including limited reciprocal reviews (peers each review the other) in order to encourage conversations about teaching among peers and promote further sharing of ideas.
- Making the peer teaching review system more interactive and less hierarchical than it has traditionally been has made the process more valuable to faculty than it has been in the past. Revisions that make the experience formative and constructive are mutually beneficial to those reviewed and to the reviewer by providing both with opportunities to reflect on their teaching and to create and maintain a collegial environment.

### *2.2d Opportunities for Training in Teaching*

Opportunities are available on campus and through teaching / learning related workshops and conferences around the nation and internationally.

#### *2.2d1 Departmental Opportunities*

Departmental language programs, individually or collaboratively, organize workshops and conferences dealing with modern language teaching. The Japanese and Chinese programs each generally organize a teaching-related workshop annually. Recently we have also had a collaborative Japanese/Korean workshop. Korean has hosted a national conference on Korean language teaching, and Japanese has hosted a regional conference. These workshops often provide our faculty with the opportunity to interact with college faculty from other institutions and K-12 teachers who attend.

The department employs approximately 25-30 graduate assistants who teach for one or more quarters during the academic year. The Department offers a five-credit class in modern language teaching methodology (Asian 510), as an elective. There are also mandatory departmentally-organized orientation and program level meetings for all of our teaching assistants.

#### *2.2d2 University-wide Opportunities*

UW's Center for Teaching and Learning regularly offers workshops on university teaching for faculty and graduate assistants. For graduate students The Center for Teaching and Learning offers "First Fridays" workshops, and a TA/RA conference held annually. For faculty The Faculty Fellows program presents annual four-day programs centered on effective university teaching. UW's Technology Teaching Fellows Institute teaches techniques for designing and implementing interactive experiences online and also provides funding to re-work and teach hybrid courses. The Center for Teaching and Learning also offers individualized instructional coaching which may involve class observation, mid-term course evaluations, meetings with students, and follow-up meetings with faculty. Faculty and teaching assistants from this department have participated in all of these opportunities in the past and we encourage participation whenever appropriate.

UW is a site of the federally-funded STARTALK program, which offers workshops and conferences at UW. Our faculty have participated in South Asia-related offerings in connection with this program.

#### *2.2d3 National and International Opportunities*

These are too numerous to list fully, but our faculty participate in teaching-related workshops off campus such as ACTFL OPI training, ACTFL pre-conference workshops, Washington Association of Language Teachers activities, teaching-related workshops held at language-specific professional meetings (such as the Association for Teachers of Japanese, the Chinese Language Teaching Association), and those sponsored by Flagship Centers (such as workshops for teachers of Hindi and Urdu). Our faculty also attend workshops at other local universities such as the University of Puget Sound and Pacific Lutheran University. Some faculty are involved in organizations in Asia and attend teaching-related workshops there as well.

### *2.2e Instructional Changes*

Examples of instructional changes that faculty have made in response to feedback received from student course evaluations, in-class methods of assessing learner progress (surveys, observation), and/or peer teaching reviews:

- Implement new strategies to engage students in lectures and discussions throughout the class time.
- Develop diverse class activities, such as group discussion tasks.

- Develop book/film review assignments on online discussion boards to create accountability for doing assigned reading/viewing.
- Adjust discussion style in graduate seminars to insure accountability for completing assigned readings.
- Learn new ways to lead discussions to avoid domination by a few outspoken students.
- Use video (reported by instructors of different levels), to provide a context for language practice, illustration of a particular grammatical/phonological point, or provide richer cultural content.
- Assign “reading notes” as homework to encourage students to have reading completed prior to related in-class work.
- Use pair-work prior to whole-class work to increase participation in whole-class discussion.
- Implement a “device” or “wireless” or “laptop” policy to reduce distractions in a class.
- Use process-based grading, to encourage students to study consistently and complete steps needed to learn new academic or language skills.

### 2.3 *Teaching and Mentoring Outside the Classroom*

All faculty are involved in the teaching and mentoring of both undergraduate and graduate students outside the classroom. This furthers the students’ academic progress, their study-abroad work, and supports all students, including students from under-represented groups. These efforts take a variety of forms:

- a. Most faculty supervise independent studies for at least two students each quarter, often considerably more. This includes working with undergraduates on honors theses, with graduates on aspects of their research, and with PhD students on their field exams. Frequently faculty “pool” independent students into a group around a shared research interest in order to meet as a group.
- b. Faculty actively assist students with their study abroad plans. This involves not just writing recommendations, but establishing connections with institutions abroad. We do this not just for study abroad in Asian areas, but for research purposes in the U.K. and Europe as well.
- c. Nearly all faculty supervise TAs. While often TAs are thought of as assistants in teaching, in our department generally, these positions are primarily seen as sources of funding for graduate students and training for future teaching positions. In addition faculty organize informal language pedagogy training opportunities for our students.
- d. For most languages, there are weekly “Language Table” events, that is, informal gatherings where students practice their language skills by talking sometimes around pre-selected topics, or just free-form. These gatherings are often organized by the students themselves, with faculty encouragement and participation, or sometimes our faculty takes a very active role in leading these.
- e. Several of our lecturers are involved with language training opportunities outside the UW, especially for K-12 teachers. Currently many high schools offer a full range of Chinese courses from the beginning level to the Advanced Placement (AP) level. The faculty of this department have been working closely with local K-12 teachers in the areas of teacher training and curriculum articulation and alignment by sponsoring pedagogy and AP Chinese workshops regularly. We also have established an official AP Credit Policy for Chinese and Japanese. The Japanese Faculty organizes a workshop at least once yearly with funding from the Japan Endowment or East Asia Center. These are always open to K-12 teachers, and many attend. The most recent was on the “Japan Foundation Standard”, a new proficiency assessment designed by the Japan Foundation following the European common framework for foreign languages. The department also extends its reach beyond the campus through the UW in the High School Program. The program is run by Educational Outreach and allows high school students to complete University of Washington courses to earn UW credit in their own classrooms with their own teachers, using UW curriculum, activities, texts, tests, and grading scales. Our lecturers train qualified high school teachers and visit their schools to make teaching observations.

Japanese Program has partnered up with local high schools, currently five of them, since 2003. Korean Program anticipates the launch in 2014.

In the spring of 2011 the Hindi and Urdu faculty from UW and UT-Austin met to develop resources for those interested in creating a program for Hindi/Urdu at community colleges, as part of the Federal Hindi-Urdu Flagship program. The resulting document, “A Guide for Establishing Hindi/Urdu College Programs,” has been available online since April 2012:

<http://courses.washington.edu/hindi31x/Hindi-Urdu/Establishing%20a%20Hindi%20or%20Urdu%20Program.pdf>

#### *2.4 Preparing students for next phases of professional lives*

Preparation of students for their professional lives is integrated in the classes we teach. In particular, we offer area-specific graduate seminars in teaching pedagogy and an annual departmental seminar for language teaching.

The Graduate Certificate in Second/Foreign Language Teaching is designed to prepare UW graduate students to use their foreign language expertise in careers involving modern foreign language teaching. The Certificate program offers training in language teaching methods, second language acquisition, and language analysis through a combination of coursework and a capstone project. Completion of the Certificate makes graduates more effective instructors and administrators, providing a higher degree of professional preparation and marketability for positions involving modern language teaching or language program administration. Graduate students are encouraged to make presentations at various professional and educational forums, receiving financial help from the department and graduate school whenever possible.



## Section 3: Scholarly Impact

### 3.1 *Research impact*

Faculty in our department have all been very productive in research achievements, some extraordinary so, with many of our professors having established prominent international reputations. Our faculty c.v.s are replete with records of contributions to academic series publications, monographs, co-authored editions, articles, book reviews and research publications of all kinds. In comparison with other schools we make bold to suggest that our department stands out for, among other strengths, its enduring attention to strong basic philological and textual work, language and literary history and the role of humanistic research in a multicultural, multifaceted scholarly world.

#### 3.1a *On-going research projects*

The Early Buddhist Manuscripts Project and the closely related Gandhāran Buddhist Texts series together constitute one of the most prominent and enduring research projects in the department. The work centers on the editing and translation of recently discovered Buddhist manuscripts dating from the first century CE, the oldest Buddhist texts ever found. Since its foundation, the EBMP has grown to include work on many other similar discoveries made since the original one. These constitute the previously unknown canon of a regional Buddhism of the Gandhāra region, in the northwestern fringe of the Indian subcontinent. The project has given birth to a new subfield of Buddhist studies, as well as of the linguistic study of the hitherto little-known Gāndhārī language. To date the EBMP has published eight volumes of studies of the manuscripts and related materials with the University of Washington Press, with several more in progress. Four PhD dissertations based on EBMP materials have been completed, with two others currently in progress.

There are also long-term research and publication projects in classical and mediaeval Chinese literature and literary history, early Chinese manuscripts, modern Chinese serial literature and literary journal history, writing systems of Asia and their histories, Chinese dialectology, Classical Chinese grammar, Chinese historical phonology and reconstructions, medieval Japanese drama, Japanese literature from Okinawa, the relationship between the publishing industry and the concept of a Japanese national literature, the comparative study of Sanskrit, Medieval Hindi and televised and film versions of Hindu goddess stories, and Chinese martial arts fiction. The foregoing list is representative, by no means is it exhaustive.

#### 3.1b *Grants, Prizes, and Professional Offices*

Virtually all of the faculty have received research funding, either from outside the UW or from within, or both, at some point in their professional careers, often multiple times. Several have received distinction and won prestigious prizes. Among the most recent awards are the following:

- In 2006 Professor Knechtges was elected to the American Academy of Arts and Sciences.
- In 2013, Professor Salomon was elected president of the American Oriental Society and vice-president of the International Association for Buddhist Studies. He also received a *Festschrift*, co-edited by Dr. Timothy Lenz and UW grad Professor Jason Neelis, published as *Bulletin of the Asia Institute*, vol. 23, 2014.
- Professors Salomon, Cox and Dr. Timothy Lenz are involved with the NEH-sponsored Early Buddhist Manuscripts Project (EBMP). Since its inception in 1996, this project has received funding from various sources including the Luce Foundation, the National Endowment of the Humanities, the Dhammachai International Research Institute, and various private donors.
- In addition, two close collaborators of the project, Professor Jason Neelis (graduate of our department) and Dr. Timothy Lenz (AL&L Lecturer) have just received a grant sponsored by

the Robert H. N. Ho Family Foundation Program in Buddhist Studies for a collaborative study: "Buddhist Rebirth Narratives in Literary and Visual Cultures of Gandhara."

- Professor Ted Mack received a Japan Foundation Long-Term Fellowship for Scholars and Researchers (2013-14)
- Professor Heekyoung Cho has received an AAS North East Asia Council short-term research travel grant; she also received both ACLS and NEH Fellowships for 2014-15.
- Professor Atkins was the winner of the 2011 William Sibley Memorial Translation Prize, University of Chicago, for a translation of an early modern puppet play by Chikamatsu.
- Professor Pauwels was a John Simon Guggenheim Memorial Fellow 2011-12, as a result she has sent two monographs out for peer review (*Pilgrims, Soldiers, and Saints on the Move: Mobilizing Myth, Story, and Song in Eighteenth-Century North India*; and *Intellectual Cultural Exchange in Eighteenth-Century India: Poetry and Paintings by Savant Singh of Kishangarh*.)

### *3.1c Invited Lecture Series and International Presentations*

All of our faculty are very active in giving presentations at major national and international conferences, such as the AAS, AOS, AAR and give invited lectures at national and international specialized conferences frequently. Complete data are included in faculty c.v.s Some highlights are the following:

- In 2007 Professor David Knechtges was Halls Professor at the University of Wisconsin and Guest Professor, Columbia University (again in 2010). In 2008 he was ICS Visiting Professor, Chinese University of Hong Kong. Over the years he has given many keynote addresses at several conferences in China. In 2009 he delivered the prestigious Salomon Katz Lecturer, University of Washington. He currently is lecturer at Hong Kong Baptist University. In 2012 he was Frederick W. Mote Lecturer at Princeton University.

- Recognition of the new prominence of Gāndhārī for Buddhist and linguistic studies is reflected in invitations extended by the University of Leiden, Netherlands, to R. Salomon to teach an introduction to Gāndhārī at the Leiden Indological Summer School in 2005, and to graduate Andrew Glass to lecture on Gāndhārī language and literature as Numata Visiting Professor of Buddhism in 2008. Professor Salomon also was a visiting lecturer at the École pratique des hautes études, Section des sciences religieuses, Sorbonne Lecture Series (2007) and a Visiting Scholar, International Research Institute for Advanced Buddhism in Hachioji in 2006 and 2008, as well as Radhakrishnan Lecturer at Oxford University in 2007.

- Professor Cox has given two Numata lectures at Toronto and Calgary as well as a series of four lectures in Paris in June 2010, at the École pratique des hautes études, Section des sciences religieuses, Sorbonne Lecture Series. "Early Gāndhārī Manuscripts and the Development of the Buddhist Scholastic Genre."

- Professor Ted Mack was Visiting Scholar at Kobe University in 2005; and has just returned from a Visiting Research Scholar (2013-14) position at the Kokusai Nihon Bunka Kenkyū Sentaa (Nichibunken). He has given more than 20 invited lectures in Japan and Korea since Fall 2004 (please see his CV for details).

- Heidi Pauwels has given four lectures in Paris in March 2005, at the École pratique des hautes études, Section des sciences religieuses, Sorbonne Lecture Series: "La dévotion Vichnouïte à partir du seizième siècle jusqu'à l'époque contemporaine". She also gave an additional lecture at the École des Hautes Études en Sciences Sociales, Paris: "How politically Correct is Krishna Bhakti?" (2005).

- Professor Michael Shapiro was an invited plenary speaker at the International Hindi Conference, sponsored by the Consulate General of India and New York University in April 2014

- Professor Paul Atkins presented talks on his research in pre-modern Japanese literature at Waseda University, Tokyo in 2005, at Hōsei University in 2007, and at Japan Women's University, Tokyo in 2014.
- Professor Chris Hamm gave invited presentations in Hong Kong in 2013.
- Professor Heekyoung Cho was invited to present at Ewha Woman's University, Seoul, Korea, April 4-5, 2013
- Professor Dubrow was invited to give a paper at an international conference on "Print Media in the Colonial World: Form, Function, and the Power of Knowledge in the Colonial Public Sphere," which will be held at Cambridge University in April 2015.
- Dr. Jameel Ahmad gave invited papers at the 4th Triennial International Conference on Translation and Intercultural Studies, Queen's University, Belfast, Ireland, and at the University of Central Lancashire, Manchester, U.K., both in July 18, 2012
- Dr. Soohye Kim was invited by Seoul National University through the Eminent Foreign Scholar Program in 2012 to give a talk on "Issues in Teaching Korean as a Foreign Language." She was also invited and gave talks that year at four other universities in Korea on "State of the Art: Teaching Korean in the U.S"

### 3.2 Collaborations

#### 3.2a International Collaborations

- The Early Buddhist Manuscripts Project is a collaboration involving not just UW faculty, graduate and undergraduate students, but also many national and international research scholars who come as visitors. Recently a parallel project, "Buddhist Manuscripts in Gandhara," working in close collaboration with the EBMP was established at the University of Munich supported by a grant from the Bavarian Academy of Sciences. The EBMP and the University of Munich, together with the University of Lausanne and the University of Sydney are supporting the creation of the Gandhāran Research System (GRS), a comprehensive database and dictionary of all known materials in the Gāndhārī language including manuscripts, inscriptions, coins, etc. The GRS is based on earlier work done by Dr. Andrew Glass under the auspices of the EBMP.
- Professor William Boltz has for more than a decade been collaborating with scholars at the Max-Planck-Institut für Wissenschaftsgeschichte in Berlin. He is on the Advisory Board for "Development of Mechanical Knowledge in China," a joint research project conducted by the Max Planck Institute for the History of Science and the Institute for the History of Natural Sciences of the Chinese Academy of Sciences (see: <http://www.mpiwg-berlin.mpg.de/CHINA/>)
- Boltz has also been affiliated with the Center for the Study of Manuscript Cultures of Asia and Africa, at the University of Hamburg, and is a contributing editor for the Encyclopaedia of Manuscript Cultures of Asia and Africa. (Univ of Hamburg).
- Professor Knechtges is part of an international research group that studies comparative court culture. He co-edited with Eugene Vance. *Rhetoric and the Discourses of Power in Court Culture*. University of Washington Press, 2005.
- The Japanese faculty have run a "Visiting Scholar in Japanese" program for the past decade, so far bringing fifteen scholars to UW since its inception.
- Professor Handel been involved in a collaboration with Dr. Katia Chirkova, a researcher at EHESS in Paris, involving analysis of her fieldwork data on some little-studied Tibeto-Burman languages of Southwest China. That project has so far yielded two conference presentations and a jointly authored article is in the works.
- Professor Pauwels has worked with Professor Monika Horstmann of the University of Heidelberg, Germany on a project on Indian Satire. They co-organized a panel at the European Conference of Modern South Asian Studies in Bonn, Germany, July 26-9, 2010 (Panel 42: Indian Satire in the period of first modernity). From this has resulted a co-edited volume of that title from

Harrassowitz, Wiesbaden, published in 2012 with contributions from US, European, and Indian colleagues.

- Professor Pauwels co-organized with European partners panels at the European Conference of South Asian Studies: (with Monika Horstmann) “Vernacular and Alternative Narrations of Aurangzeb/Alamgir”(P02) July 23-6, 2014 in Zürich, Switzerland; (with Véronique Bouillier and James Mallinson) “Yogis, sufis, devotees: religious/literary encounters in pre-modern and modern South Asia” (P23) July 25-8, 2012 in Lisbon, Portugal and two panels: “Rethinking Bhakti in North India” (with Vasudha Dalmia) at the 21<sup>st</sup> Conference for Modern South Asian Studies in Bonn, Germany. July 26-9, 2010.

Among various scholarly collaborations, we note:

- Professor David Knechtges is the Editor-in-chief, English version of Peking University's *History of Chinese Civilization*. Published by Cambridge University Press, 2012.
- Professor Zev Handel is one of six editors working on Brill's forthcoming Encyclopedia of Chinese Language and Linguistics, a multi-year, multi-volume Brill project. Two editors are based in Europe, two in the US, and two in Asia. He has been instrumental in shaping the overall content and in editing dozens of individual articles for what will be a major, standard reference work in the field of Chinese linguistics. An on-line, 75%-complete version of the encyclopedia will be released by the end of 2014, with the full published version (projected at 4-5 volumes) to follow in 2015.
- Professor Handel has since 2012 been serving as co-editor, with a Korean colleague, of the Seoul-based writing systems journal *Scripta*, published by the Hunmin jeongeum Society. His role as co-editor has automatically made him a member of the organizing committee of the Society's annual writing systems conference. In that capacity, he has been active in bringing North American and European scholars to Korea to attend the conferences. As journal editor, he has been helping to develop the field of writing system studies internationally.

### 3.2b University Inter-departmental Collaborations

- Professors Hamm, Cho, Dubrow and Mack have been involved in collaborative research with the UW Textual Studies Program (the faculty of which is drawn from English, French/Italian, and Comparative Literature) around their shared interests in serial publication in Asia. They have received a Cross-Disciplinary Research Cluster award from the Simpson Center for 2014-2015 to support a lecture series, and curriculum development on the topic “Histories and Futures of Reading: Textual and Digital Studies in the New Humanities.”

- Professor Dubrow has been especially active in the organization of the "Histories and Futures of the Book" lecture series, as well as the 2014 Society for Textual Scholarship annual conference (Dubrow served on the steering committee for the latter). These collaborations resulted in guest lectures by Prof. Ulrike Stark (University of Chicago) and Prof. Sheldon Pollock (Columbia U) at the UW; both lectures were extremely well attended (over 50 at Stark; over 200 at Pollock).

- Professor Pauwels has been collaborating with Purnima Dhavan (History) on a project studying the early reception of Urdu poetry in Delhi. In conjunction with Pauwels's Spring 2011 class, “Hindu-Muslim Literary Encounters” (Asian 498B) they co-organized a seminar “Persian and the Vernaculars” sponsored by the South Asia Center (with invited speakers from the University of Chicago, and Boston University a.o.). Each of the visitors gave a public lecture and made a class visit. It gave all students, both grad and undergrad a sense of the excitement of research and the benefit of studying at a major research university. Pauwels and Dhavan received in 2012 Simpson Center Full Professor Conversations grant and also co-organized a workshop in Spring 2012 to present some of the findings of their research. Their first co-authored article is about to appear in The Journal of the Royal Asiatic Society (prospected to come out still in 2014).

### 3.3 *Publications from Campus Symposia/Conferences*

Several of our faculty have organized symposia or conferences on campus, which frequently have resulted in research publications.

- The Japan literature faculty, Professors Bhowmik, Atkins, and Mack were key players in bringing to campus the Association for Japanese Literary Studies Thirteenth Annual Meeting in October 2004. This resulted in a conference proceedings published in 2005: *Landscapes Imagined and Remembered*, Proceedings of the Association for Japanese Literary Studies, vol. 6, 2005. 215 pp.
- Professor Ted Mack organized on Campus the “INSIDE-OUT: Temporality, Comparability, and Dislocation” Special Symposium of the Project for Critical Asian Studies, May 2006
- Professor Heidi Pauwels organized an international symposium: “Classics on Celluloid: Bollywood recasting the tradition.” (April 2-3, 2004). This event was co-sponsored by the Simpson Center for the Humanities, the Seattle Asian Art Museum, the South Asia Center and others. She edited and published the proceedings as *Indian Literature and Popular Cinema: Recasting Classics*. Routledge, UK 2007.
- Professor Pauwels also organized “Patronage, Performance, Procession, and Pilgrimage: Channels of religious exchange in early modern India” in May 18-19, 2007 in Seattle with a grant from the Arts and Sciences Scholarly Exchange Program. She edited and published the proceedings as *Patronage and Popularisation, Pilgrimage and Procession: Channels of Transcultural Translation and Transmission in Modern and Pre-Modern South Asia* (Wiesbaden: Harrassowitz, 2009).

### 3.4 *Doctoral student placement*

As is already partly clear from the previous section, our doctoral graduates continue to teach and pursue their research fruitfully in their various fields, often collaborating with their former mentors. They tend to obtain solid tenure-track academic positions. Our graduates in the last ten years have obtained professorial positions in prestigious national universities such as Princeton University, University of Chicago, NYU, Whitman College, Portland State University, South Carolina, University of Iowa, Saint Olaf College, University of Hawaii, Drake University. Others obtained positions internationally at Wilfrid Laurier (Ontario), Ludwig-Maximilians-Universität München, University of Hamburg, Suffolk University, Hong Kong Baptist University and Korea National University. Beyond this, a number of our recent graduates have obtained professional positions at such governmental agencies as the FBI, NSA, Dept of Defense, &c.

### 3.5 *Responses to changes in the field and to the advent of the Digital Humanities*

Professor Chris Hamm has been working to incorporate the methods and insights of the digital humanities into his research and teaching. His current research involves literary periodicals from Republican-era (1912-1949) China. The East Asia Library at the University of Washington has a unique collection of original materials from this period. In conjunction with a technology assistant from the Language Learning Center, he has designed a simple database for indexing the contents of periodicals. He is currently using this database in his seminar, Chinese 582, as a way of introducing graduate students both to working with archival materials and to working with digital tools. Professor Hamm is also in discussion with scholars at the University of Heidelberg in Germany and the Academia Sinica in Taiwan about the possibilities for contributing to a larger database project they have already initiated, Early Chinese Periodicals Online.

The aforementioned EBMP website (<http://ebmp.org/>) contains a full database of information on all aspects of Gandhari studies, including catalogue of documents, dictionary, and bibliography. It is currently being restructured to provide enhanced functionality so that, for example, it will become possible to pull up directly from the dictionary original images from manuscripts, inscriptions, etc. of

all occurrences of a given a text, word, or even single syllable. This is cutting-edge electronic publishing.

The language-teaching faculty of the department have embraced recent technological developments and have actively explored and utilized new technological tools in facilitating student learning both inside and outside the classroom in order to achieve pedagogical goals. Taking advantage of the support and resources provided by the University, faculty members in the Department of Asian Languages and Literature participated in University-sponsored technology workshops (e.g., Summer Institute for Technology Teaching Fellows), adopted new online learning management tools, and created brand-new hybrid courses designed to achieve the learning objectives that may not be as effectively achieved in the traditional face-to-face classroom. The incorporation of this kind of technology into course design and instruction allows department faculty members not only to perform student-centered educational tasks such as differentiated instruction more effectively, but also to conduct formative and summary assessments more efficiently than former procedures allowed, potentially further improving the department's service to the general student population in the university community.

The late Dr. Carol Salomon and Dr. Nandini Abedin collaborated on a Bengali textbook that integrated computer-assisted learning in the curriculum.

### 3.6 *Community Outreach*

Several professors in our department are active in giving talks for local organizations, such as the Seattle Asian Art Museum, the Northwest Film Forum, A Contemporary Theater, several philanthropic institutions and regionally specific organizations such as the Japanese Language School. Some specific examples are:

- Professor Zev Handel has been a board member of the Li Fang-Kuei Society for Chinese Linguistics, helping the Society in its primary tasks of promoting the study and dissemination of information about Chinese linguistics. This is done through their journal (*Bulletin of Chinese Linguistics*), special events (such as last August's "Young Scholars Workshop" held at the UW conference and attended by young scholars from around the world), and the granting of funds for conference travel and fieldwork.
- Professor Paul Atkins has been working with the Seattle Asian Art Museum and the Gardner Center for Asian Art and Ideas to bring multiple speakers to campus and to the Seattle area in general.

## Section 4: Future Directions

### 4.1 *Opportunities and Goals*

Looking ahead to the next ten years, we see a number of opportunities to strengthen and enhance the department. We have identified four main goals, all pertaining directly to our instructional scope, but at the same time including research considerations, in the belief that faculty research and teaching ought not be seen as unrelated to each other. We believe (or at least hope) that these goals are achievable in the next few years.

(i). The first is to increase the scope of the department's course and degree offerings to cover more fully the diverse region of Asia than we presently are able to do. Southeast Asia, which includes Indonesia, Malaysia, the Philippines, Singapore, Thailand, and Vietnam, is a populous and dynamic region with historical, cultural, linguistics and religious connections to both East Asia and South Asia, not to mention Europe and the Islamic world. We currently offer language instruction in three Southeast Asian languages: Indonesian, Thai, and Vietnamese. (A fourth language, Tagalog, is offered intermittently by the American Ethnic Studies Department.) We currently do not have degree programs (majors or minors) in Southeast Asian languages, and we do not offer "content" courses in areas such as literature, film and culture. Given the many connections between Southeast Asia and the other Asian regions in which our department has expertise, and given the presence of a Title VI Center in Southeast Asian Studies at UW and faculty members in other college departments who specialize in this part of the world, we believe that our department has an important role to play in developing Southeast Asian research and teaching at the University of Washington. To reach the ultimate goal of making Southeast Asian languages and literature a program within our department of equal stature with existing programs, a number of concrete steps are required. Some of these can be implemented quickly and relatively easily, while others will require careful planning and the commitment of additional resources.

Three concrete steps can be taken initially: (1) increased interaction with the Southeast Asia Title VI Center; (2) returning the instruction of Tagalog to its natural home in this department, or at the least working more closely with American Ethnic Studies to help them develop connections with the rest of the Southeast Asian language instruction program; and (3) appointing a faculty member with research interests in a Southeast Asian language to bring much-needed scholarly expertise on this part of the world to the department. We have just concluded a search for a lecturer in Vietnamese, and are planning to have our appointee offer "content" courses in Vietnamese linguistics, literature and/or culture in addition to running the Vietnamese language program, once she has become acclimated to the university and the department. We hope that this, together with some revised curricular planning in concert with the college's desire to establish undergraduate degree "modules" will provide a pathway to the development of a BA degree in Southeast Asian languages.

The longer-term goal is to establish a professorial-level position in Southeast Asian languages and literature, with the responsibility of administering a BA degree program and integrating the study of Southeast Asian languages more tightly with the scholarly work of the department as a whole and of Southeast Asian faculty and students throughout the university than is presently possible. We believe that strengthening the Southeast Asian side of the department is a task that can deliver a lot of "bang for the buck", since we can draw on existing expertise from current faculty both within the department (our lecturers in Thai, Vietnamese, and Indonesian) and outside the department. Moreover, this task will help to foster a greater degree of collaboration and integration of our professorial-rank and lecturer-rank faculty. In particular raising the profile of Southeast Asia within the department will go some way to remedying this imbalance.

(ii). The second goal is to build on trends already underway to continue to revise and diversify course offerings so that they reflect not only changing student demand, but also increased recognition of the value of multiregional, cross-disciplinary, and multilingual research and instruction. We expect such changes both to draw a larger number of students to our classes and majors and to foster more collaboration between units within the department. In our view the Japanese program is the unit within the department that has progressed the furthest in this area and can serve as a model for change in other units.

The changes we envision would take a number of forms. The first is simply to recognize that many courses require a degree of “marketing” today that is not adequately reflected in the titles and topics of many of the department’s course offerings. General courses on national literatures no longer attract the interest or enrollments that they once did. We have found that offering courses based on specific themes, questions, and methodologies, which can attract students beyond those with a pre-existing interest in Asian literatures and cultures, is a workable alternative to the traditional national literature courses, and we intend to expand these kinds of offerings. To be sure, such changes would not be implemented just to be trendy or to satisfy transient but superficial undergraduate tastes, but rather because they have genuine intellectual merit. Directing courses toward a specific object of inquiry, not only to a geographical area of inquiry, gives them great focus and fosters the development of inter-disciplinary and cross-regional connections to research and teaching in other areas of the university.

Another specific way to pursue these goals is to expand co-teaching of courses, particularly across regional and disciplinary lines, both within and beyond the department. The courses we have previously offered using a “co-teaching” model have been among the most successful and intellectually dynamic courses taught in recent years. They have been shown to create cross-fertilization at both the student and faculty level. Students are introduced to approaches and materials that they otherwise would not have encountered, learning from specialists in those areas; faculty discover and cultivate shared interests, leading to collaborative and innovative research beyond the short-term classroom experience.

While co-teaching is not always possible or practical, we plan to encourage faculty to increase the cross-listing of their courses whenever feasible, drawing students from other majors and increasing our department’s contribution to the academic goals of other units on campus. Our experiments in this regard have led to increased involvement of our faculty in these other units, in the form of adjunct or affiliate positions as well as collaborative research. We hope to take full advantage of the Simpson Center for the Humanities to identify the many forms this sort of interaction may take. We have already begun this process, with increased departmental involvement in the Center over the last several years. Remarkably, five younger faculty members have won coveted Society of Scholars fellowships from the Center, and two faculty members from this department sit on its executive board.

(iii). In order to integrate advanced language learning into the research component of our department offerings, and in order to take full advantage of the professional expertise of our language instructors, we propose to devise “tandem courses,” by which we mean two-course pairings where one course is taught by a professor on a given research topic, modern or classical, and the second course is taught by a language instructor structured so as to provide reading, writing and discussion opportunities at an advanced modern language level on the same research topic as the first course. Both instructors would attend and participate as called for in both courses; students would be expected to take both courses, and the whole package would be treated as a two-part tandem course offering.



(iv). Finally, we hope to expand our collaborative projects, in both research and teaching, with international scholars. The department's Early Buddhist Manuscripts Project has brought international scholars to campus for both lecture series and independent courses and is currently involved in a long-term collaborative project with scholars at the University of Munich. We can also build on the model used in the Japanese literature program, which has brought at least one visiting scholar annually from a Japanese university who has co-taught a seminar with a faculty member in the department. In the past decade, we have hosted sixteen scholars, providing both our graduate and undergraduate students with opportunities they could not have enjoyed at any other university in the United States.

These four broad goals — increasing the function and impact of Southeast Asian studies within the department, modernizing and diversifying our course offerings, establishing language and content “tandem” courses, and expanding our collaborative projects internationally — will have, we anticipate, a tremendous impact on the overall vitality of the department, its contribution to the education of our students, and its value within the university and to the world beyond. While we expect these changes will result in an increase in the number of majors in our various programs, we do not believe that the number of majors is or should be the sole, or even the most important, metric for determining the success of the department's mission or its value to students. Instead, we focus on how our offerings in the cultures and languages of Asia enhance the educational experience of all UW students, whether in the form of a double major, a minor, or simply courses in foreign languages and cultures. We see our mission as not only preparing specialists and scholars, but more broadly as preparing UW graduates in all fields to respond to the rising importance of Asia in the world. By producing graduates knowledgeable about the languages, literatures and inter-twined cultural histories of Asia, and as a result fully prepared to understand and when appropriate to interact with this part of the modern world, our department creates an enduring value for our region, for Washington State, and for the nation as a whole. At the same time, through on-going collaboration and interaction with scholars particularly from Asia, we generate a meaningful international impact, and we benefit from international influence.

#### *4.2 Reaching Our Goals*

In order for our department to achieve these ambitious goals we must have the support of the university in recognizing the growing importance of Asia in the global community and the vital role that our department can have in the university's response to it. As enrollments in our language courses increase, we will need increased support from the University to meet this demand. In the short term, support of graduate teaching assistant positions, which are vital to the functioning of our modern language programs, is most crucial. Expanding the number of TA positions will produce a kind of “virtuous circle”: our language courses function as the largest gateway to our other courses in the department, so increased student enrollments in language study will drive up enrollment in linguistics, literature, film and related cultural history courses. An added benefit of this virtuous circle is that these positions allow us to provide support for graduate students in our department.

It should be noted that there are some crucial differences in the nature of our TA positions in comparison with what is typically seen in humanities departments. Our TAs fulfill primary instructional needs in language courses, in many cases running their own sections on a daily basis with responsibility for all aspects of instruction. Typically TA appointments consist in teaching a year-long sequence of modern language. For this reason, we cannot provide TA positions based solely on recognizing academic merit and meeting financial support needs; instead, we can provide positions only to the subset of our graduate students who have sufficient preparation and language proficiency to teach the specific languages involved. Moreover, at present our graduate students generally do not

receive experience teaching the kinds of “content” courses that, ideally, is part of their training for an academic career.

Relying primarily on TA positions to provide graduate student support is an on-going departmental challenge for other reasons as well. One is the inability to make long-term commitments to students, because the total TA allocation is often not known until the end of Spring quarter of the preceding year (or even later, in some cases); another is the inability of programs that do not offer large language classes to offer any TA positions at all for their graduate students; a third is the natural inclination on the part of the language instructors to want to offer TA-ships to graduate students who are native speakers of the language in question when those students may not be the most deserving of financial support when judged from an academic perspective, or may not even be AL&L students at all.

We are therefore in danger of falling into a vicious cycle that would have dangerous consequences for the overall mission of the department. As lack of graduate student support leads to declining graduate program enrollments, the pool of qualified TAs within our department shrinks, leading to a decline in the quality of language instruction, which in turn results in declining enrollments in our other offerings and decreased support for other programs at the university that depend upon the availability of this language training. Although the connection is indirect, we believe that the long-term ability of our department to meet our future goals cannot be separated from our acute need to improve graduate student support. Thus, the vitality of our graduate and undergraduate programs, and of our course offerings and research projects, are intimately inter-connected and mutually dependent.

## Part B: Department self-generated questions

NB: *In the discussions provided throughout the various sections of Part A we have, not surprisingly, touched on many points that pertain to our responses to the departmentally self-generated questions. The responses given here will refer to those preceding, part A sections as appropriate and will as a consequence be brief.*

### 1. Structure

Q: Is our current departmental structure, which comprises four undergraduate degree-granting programs (Chinese, Japanese, Korean, South Asian) and three graduate degree programs (no Korean graduate program at present), desirable in terms of intellectual and scholarly coherence, historical integrity, pedagogical and research effectiveness, and administrative feasibility? Where do we see the most pressing need for strengthening in (but not necessarily expanding) our graduate and undergraduate degree programs, especially in regard to drawing our diverse area programs closer together intellectually and pedagogically? What form should this strengthening take, ideally and practically?

*Department's response:*

The departmental structure includes the languages, literatures and literary and cultural history of East, South and Southeast Asia not just as an administrative convenience and not just because from a Euro-centric perspective these areas are outliers, but because there is an extensive, deep, long-term and complex historical interplay (including literary, social, religious, ethnic and linguistic interactions) among these linguistic and cultural centers that can only be correctly and thoroughly understood by seeing all of these areas in connection with the others. Our challenge is to devise a curriculum, undergraduate and graduate both, that brings these multi-faceted historical connections sharply into focus.

At the undergraduate level a departmental “gateway” course for prospective majors is the first step in making the intellectual and scholarly integrity of the department’s scope explicit. At the graduate level a common 500-level course required of all new graduate students that draws attention to the historically complex cultural and linguistic interactions among South, Southeast and East Asia, illustrating the ways in which graduate level research might incorporate this awareness would be desirable.

### 2. Undergraduate majors and non-majors

Q: How can we re-structure and further energize all four of our B.A. degree programs so as to enhance the instructional content and enrich the learning experiences of the students who complete them? Is a unified Asian Languages & Literature undergraduate major desirable or feasible? How can we enrich the experience of non-majors in our courses and at the same time attract students to the undergraduate majors and minors?

*Department's response:*

Currently the department offers four B.A. degree programs. Each program has been individually designed so as to offer students advanced-level proficiency in Chinese, Japanese, Korean or South Asian languages, literatures, and linguistics. Each program’s requirements are somewhat complex, with a certain amount of language training required, as well as a mix of courses in literature,

linguistics, in some cases history, and a number of electives. It may be beneficial to simplify the degree programs so that students can easily understand the requirements and so that the path to graduation is a clear and easily intelligible one.

It is worthwhile to consider whether a unified Asian Languages and Literature undergraduate major is desirable or feasible. One could imagine a unified major in Asian Languages and Literature with separate tracks in Chinese, Japanese, etc. One potential benefit of this is that it would allow the department to pool its resources. But this undertaking will also require some hard questions to be asked. For example, if there is to be a unified major, should the various tracks have a shared set of core courses, required for all AL&L majors? And if so, what should those courses be? One potential downside of a unified major is that the student's area of expertise in Japanese, Chinese etc. would be less immediately discernible to people outside the university such as employers.

Attracting students to the majors and minors in the department is a preeminent concern. It is important that we continue to publicize our programs both within the university and to the larger community. Recent initiatives in the department such as a Japanese majors mixer, which connected students with cultural institutions and employers in the area, have been successful. One issue that has been identified in the feasibility of our majors is the numbers of years (usually four) of language study required. In programs such as South Asian, this can represent a major challenge, since high schools do not offer South Asian languages. To acquire four years of language study, the student must then begin in his or her freshman year, which can pose a challenge for various reasons. It seems appropriate to discuss whether language requirements should be reduced for some of our majors.

### 3. Lecturers and professorial faculty

Q: How can we productively integrate faculty at the lecturer and professorial ranks with each other to take advantage of the professional expertise of each and to foster a stronger and clearer sense of our common purpose?

#### *Department's response:*

As described briefly in section 4.1, number 3, of part A above, the department would like to find a way to introduce "tandem courses," by which we mean two-course "packages" consisting of (i) a graduate or advanced undergraduate course in a particular subject X, and (ii) an undergraduate level advanced language course centered on the same subject X as (i). The courses would be offered simultaneously, (i) taught by a professorial faculty member, (ii) taught by a qualified language instructor (lecturer or senior lecturer). Students would be expected to take both courses, and instructors of each would attend and participate as appropriate in the other's class meetings. Course (ii) would give the students an opportunity to read, discuss, write and debate advanced modern language materials in the target language dealing with the subject matter of course (i), which may itself include pre-modern language material. In this way we couple professorial teaching with language instructor expertise to provide students with the opportunity to engage with the subject in two ways, each reinforcing the effectiveness of the other.

### 4. Southeast Asia

Q: How can we build on the current strengths of the Southeast Asia (non-degree) program within the department in order to lessen the current "stand-alone" aspect of these languages and link them meaningfully with the department's various degree programs?

*Department's response:*

As described briefly in section 4.1, number 1, of part A above, the department would like to find a way to unify the Southeast Asian language offerings currently available and to introduce some so-called “content” courses beyond language-service teaching, e.g., literature, cultural history, linguistics, &c. This will require a professorial faculty member with research interests and experience in at least one of the Southeast Asian language areas, who can bring a scholarly expertise to the program that will open the door to an understanding of the historical links among the Southeast Asian languages and cultures that we purport to teach. Beyond this, we would be able to develop courses that focus on the same kind of historical links, now at the level of Southeast Asia on the one hand and the rest of South and East Asia on the other two hands.

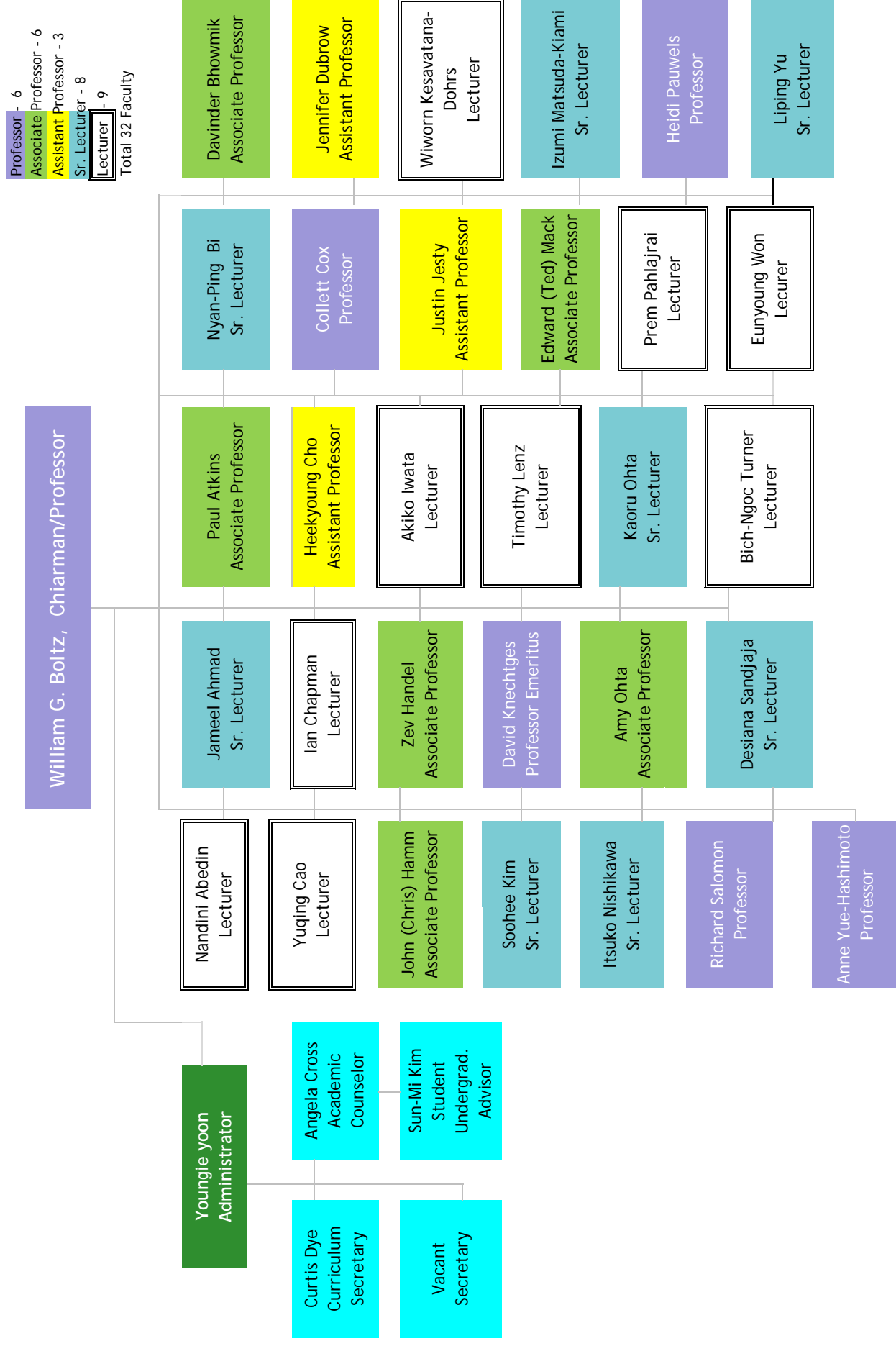
## Appendices

### APPENDIX A

Department organizational structure

## Appendix A

### ASIAN LANGUAGES AND LITERATURE ORGANIZATION CHART



ASIAN LANGUAGES & LITERATURE  
UNIVERSITY of WASHINGTON

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**Administrative and Committee Assignments 2014-2015**

<b>Chairman</b>	William G. Boltz
<b>Associate Chair and TA Coordinator</b>	Paul Atkins
<b>Graduate Program Coordinator</b>	Richard Salomon
Chinese Program Coordinator	Chris Hamm
Japanese Program Coordinator	Justin Jesty
Japanese Language Coordinator	Izumi Matsuda-Kiami
Korean Program Coordinator	Soohee Kim
South Asia Program Coordinator	Heidi Pauwels
Southeast Asia Program Coordinator	Pauli Sandjaja
Summer Quarter Coordinator	Ted Mack
Department Student Representatives	TBA
GPSS Representatives	TBA
Executive Committee	W Boltz (Chrmn), Paul Atkins (Assoc. Chr), Rich Salomon (GPC), Jennifer Dubrow (U.g. Ed.), Nyan-Ping Bi, Chris Hamm
Webpage and Technology	Prem Pahlajrai (Chair), Kaoru Ohta, Yuqing Cao
T.A. Training	Akiko Iwata (Chair), Liping Yu, EunYoung Won
Peer Teaching Review	A. Ohta (Chair), Jameel Ahmad, Heidi Pauwels
Graduate Admissions & Education	Richard Salomon (Chair), Chris Hamm, Davinder Bhowmik
Undergraduate Education	Jennifer Dubrow (Chair), Soohee Kim, Liping Yu, Ted Mack
Development	Heidi Pauwels (Chair), EunYoung Won, Ted Mack, Pauli Sandjaja

(REVISED, AUGUST, 2014)



## APPENDIX B

### Department budget summary

## APPENDIX B

### ASIAN LANGUAGES AND LITERATURE BUDGET SUMMARY



## APPENDIX C

### Faculty Information

## Appendix C

1

### Asian Languages and Literature Faculty Information, 2014-15

Name	FTE %	Job Title	Specialty	Administrative and Committee Assignments	Other Affl'd UW Depts
BOLTZ, WILLIAM	1.0	Professor	Classical Chinese, philology, script, textual criticism, mythology	Chairman, Executive Comm	
COX, COLLETT D.	1.0	Professor	Sanskrit, Pali, Relig studies, Indian & Chinese Buddhist philosophy		
KNECHTGES, DAVID		Prof Emeritus	Han & Six Dynasties lit, Fu, Wen Xuan, Chinese literary history, classical prose		
PAUWELS, HEIDI	1.0	Professor	Medieval and Modern Hindi lang & lit, Hinduism, Sanskrit lang & lit	South Asia Prog Coordinator, Development (Chair), Peer Teaching Review	
SALOMON, RICHARD	1.0	Professor	Sanskrit & Prakrit lang & lit, Buddhist textual studies, Indian epigraphy, early Indian history, Gandharan studies	Grad Prog Coordinator, Grad Adm & Ed (Chair), Executive Comm	
YUE-HASHIMOTO, ANNE	1.0	Professor	Chinese languages, linguistics, dialectology, grammar		Linguistics
ATKINS, PAUL S	1.0	Assoc Prof	Classical Japanese literature	Associate Chair, Exec Comm	
BHOWMIK, DAVINDER	1.0	Assoc Prof	Modern Japanese literature	Grad Adm & Ed	
HAMM, J. CHRISTOPHER	1.0	Assoc Prof	Pre-modern Chinese vernacular literature, modern Chinese fiction and film	Chinese Prog Coordinator, Executive Comm, Grad Adm & Ed	Comp Lit
HANDEL, ZEV	1.0	Assoc Prof	Chinese language, linguistics, and phonology		Linguistics
MACK, EDWARD T	1.0	Assoc Prof	Modern Japanese literature	Undergrad Ed, Development, Sum Qr Coordinator	Comp Lit, Women's Studies
OHTA, AMY	1.0	Assoc Prof	Applied ling, acquisition of Japanese as a second lang, sociolinguistics	Peer Teaching Review (Chair)	Linguistics
CHO, HEEKYOUNG	1.0	Asst Prof	Korean literature		
DUBROW, JENNIFER E.	1.0	Asst Prof	Urdu language and literature	Undergrad Ed (Chair), Executive Comm	
JESTY, JUSTIN	1.0	Asst Prof	Japanese Language and Literature	Japanese Prog Coordinator	Comp Lit
AHMAD, JAMEEL	1.0	Sr. Lecturer	Urdu language	Peer Teaching Review	
BI, NYAN-PING	1.0	Sr. Lecturer	Chinese language	Executive Committee	
KIM, SOOHEE	1.0	Sr. Lecturer	Korean language and Linguistics	Koren Prog Coordinator, Undergraduate Education	
MATSUDA-KIAMI, IZUMI	1.0	Sr. Lecturer	Japanese language and Pedagogy	Japanese Lang Prog Coordinator	
NISHIKAWA, ITSUKO	1.0	Sr. Lecturer	Japanese language		
OHTA, KAORU	1.0	Sr. Lecturer	Japanese ling, syntax, morphology, web-enhanced lang instruction	Webpage & Technology	
SANDJAJA, DESIANA P.	1.0	Sr. Lecturer	Indonesian language	Southeast Asia Prog Coordinator, Development	
YU, LIPING	1.0	Sr. Lecturer	Chinese language	Undergrad Ed, TA Training	
IWATA, AKIKO	1.0	Lecturer	Japanese language	TA Training (Chair)	
ABEDIN, NANDINI	0.75	Lecturer	Bengali language		
CAO, YU QING	1.0	Lecturer	Chinese language	Webpage & Technology	
CHAPMAN, IAN D	0.6	Lecturer	Classical Chinese lang and lit		
KESAVATANA-DOHRS,	1.0	Lecturer	Thai language		
LENZ, TIMOTHY J.	1.0	Lecturer	Sanskrit; Early Buddhist Manuscript		
PAHLAJRAI, PREM	1.0	Lecturer	Hindi language	Webpage & Technology (chair)	
TURNER, BICH-NGOC	1.0	Lecturer	Vietnamese language		
WON, EUNYOUNG	1.0	Lecturer	Korean language	TA Training, Development	

Last updated: Aug. 2014

### Appendix C

Asian Languages and Literature Faculty C.V. Link List				
Last Name	First Name	Job Title	Program	Link to CV
Abedin	Nandini	Lecturer	South Asian	
Ahmad	Jameel	Lecturer	South Asian	
Atkins	Paul	Associate Professor	Japanese	<a href="http://faculty.washington.edu/patkins/AtkinsCV.pdf">http://faculty.washington.edu/patkins/AtkinsCV.pdf</a>
Bhowmik	Davinder	Associate Professor	Japanese	
Bi	Nyan-Ping	Senior Lecturer	Chinese	
Boltz	William	Professor	Chinese	
Cao	Yuqing	Lecturer	Chinese	
Chapman	Ian	Lecturer	Chinese	
Cho	Heekyoung	Assistant Professor	Korean	
Cox	Collett	Professor	South Asian	
Dubrow	Jennifer	Assistant Professor	South Asian	
Hamm	Chris	Associate Professor	Chinese	
Handel	Zev	Associate Professor	Chinese	<a href="http://washington.academia.edu/ZevHandel/CurriculumVitae">http://washington.academia.edu/ZevHandel/CurriculumVitae</a>
Iwata	Akiko	Lecturer	Japanese	
Jesty	Justin	Assistant Professor	Japanese	<a href="http://asian.washington.edu/sites/asian/files/cv/jestyjesty_cv.pdf">http://asian.washington.edu/sites/asian/files/cv/jestyjesty_cv.pdf</a>
Kesavatana-Dohrs	Wiworn	Lecturer	Southeast Asian	
Kim	Soohee	Senior Lecturer	Korean	<a href="http://faculty.washington.edu/soohee/cv_2010-web.pdf">http://faculty.washington.edu/soohee/cv_2010-web.pdf</a>
Knechtges	David	Professor Emeritus	Chinese	
Lenz	Tim	Acting Assistant Professor	South Asian	
Mack	Ted	Associate Professor	Japanese	<a href="http://faculty.washington.edu/tmack/MackCV.pdf">http://faculty.washington.edu/tmack/MackCV.pdf</a>
Matsuda-Kiami	Izumi	Senior Lecturer	Japanese	
Nguyen	Chi	Lecturer	Southeast Asian	

Nishikawa	Itsuko	Senior Lecturer	Japanese	
Ohta	Amy	Associate Professor	Japanese	
Ohta	Kaoru	Senior Lecturer	Japanese	
Pahlajrai	Prem	Lecturer	South Asian	
Pauwels	Heidi	Professor	South Asian	
Salomon	Richard	Professor	South Asian	
Sandjaja	Desiana	Lecturer	Southeast Asian	
Shapiro	Michael	Professor	South Asian	
Turner	Bich-Ngoc	Lecturer	Southeast Asian	<a href="http://asian.washington.edu/people/bich-ngoc-turner">http://asian.washington.edu/people/bich-ngoc-turner</a>
Won	Eunyoung	Lecturer	Korean	
Yu	Liping	Senior Lecturer	Chinese	
Yue-Hashimoto	Anne	Professor	Chinese	<a href="http://faculty.washington.edu/anneyue/AYHwebsite.htm">http://faculty.washington.edu/anneyue/AYHwebsite.htm</a>

## FACULTY INFORMATION 2014 — 2015

### PROFESSORS

**Boltz, William G.**—GWN M250  
*Classical Chinese, philology, script, textual criticism, mythology*  
**Cox, Collett** (on leave Winter & Spring 2015)—GWN M246  
*Sanskrit, Pali, Religious studies, Indian and Chinese Buddhist philosophy*  
**Pauwels, Heidi**—GWN 233  
*Medieval and modern Hindi language and literature, Hinduism, Sanskrit language and literature*  
**Salomon, Richard G.**—GWN 250  
*Sanskrit and Prakrit language and literature, Buddhist textual studies, Indian epigraphy, early Indian history, Gandharan studies*  
**Shapiro, Michael C.**—Dean's Office, College of Arts & Sciences  
*Hindi, Hindi linguistics*  
**Strauch, Ingo** (Visiting Professor)—TBA  
*Sanskrit language and literature, Buddhist textual studies*  
**Yue-Hashimoto, Anne**—GWN M247  
*Chinese languages, linguistics, dialectology, grammar*

### ASSOCIATE PROFESSORS

**Atkins, Paul**—GWN M227  
*Classical Japanese literature*  
**Bhowmik, Davinder**—GWN M239  
*Modern Japanese literature*  
**Hamm, John (Chris)**—GWN M235  
*Pre-modern Chinese vernacular literature, modern Chinese fiction and film*  
**Handel, Zev**—GWN 245 (on leave 2014-2015 academic year)  
*Chinese language, linguistics, and phonology*  
**Mack, Edward (Ted)**—GWN 248  
*Modern Japanese literature*  
**Ohta, Amy**—GWN 247  
*Applied linguistics, acquisition of Japanese as a second language, sociolinguistics*

### ASSISTANT PROFESSORS

**Cho, Heekyoung**—GWN M244  
(on leave 2014-2015 academic year)  
*Korean literature*  
**Dubrow, Jennifer**—GWN 229  
*Urdu language and literature*  
**Jesty, Justin**—GWN M233  
*Japanese language and literature*  
**Wang, Ping** (Acting Assistant Professor) GWN M245  
*Pre-modern Chinese literature*

### SENIOR LECTURERS

**Ahmad, Jameel**—GWN M231  
*Urdu language*  
**Bi, Nyan-ping**—GWN M229  
*Chinese language*  
**Kim, Soohye**—GWN 239  
*Korean language and linguistics*  
**Matsuda-Kiami, Izumi**—GWN M214  
*Japanese language and pedagogy*  
**Nishikawa, Itsuko**—GWN M225  
*Japanese language*

### SENIOR LECTURERS (CONT'D.)

**Ohta, Kaoru**—GWN 246  
*Japanese linguistics, syntax, morphology, web-enhanced language instruction*  
**Sandjaja, Desiana (Pauli)**—GWN M248  
*Indonesian language*  
**Yu, Liping**—GWN 214  
*Chinese language*

### LECTURERS

**Abedin, Nandini**—GWN M248  
*Bengali language*  
**Cao, Yuqing**—GWN 212  
*Chinese language*  
**Chapman, Ian**—SMI 103E  
*Classical Chinese language and literature*  
**Iwata, Akiko**—GWN 244  
*Japanese language*  
**Kesavatana-Dohrs, Wiworn (Som)**—GWN M212  
*Thai language*  
**Lenz, Tim**—ART 339  
*Early Buddhist Manuscripts Project, Sanskrit*  
**Pahlajrai, Prem**—GWN 231  
*Hindi language*  
**Turner, Bich-Ngoc**—SMI 018  
*Vietnamese language*  
**Won, Eunyoung**—GWN 235  
*Korean language*

### ADJUNCT FACULTY

**Aldridge, Edith**—GUG 415F  
*Syntactic theory*  
**Braester, Yomi**—PDL C-504  
*Chinese literature*  
**Harrell, Stevan**—DEN M41  
*Anthropology, Asian ethnology*  
**Novetzke, Christian**—THO 303C  
*Comparative Religion*  
**Tsutsui, Michio**—SiG 209  
*Technical Japanese*

### AFFILIATE FACULTY

**Knechtges, Taiping Chang**  
*Chinese language and literature*  
**Lien, Yeong-Chung (Ed)**  
*Chinese literature*

### FACULTY EMERITUS

**Brandauer, Frederick**  
*Chinese language*  
**Knechtges, David R.**  
*Han and Six Dynasties literature, Fu, Wen Xuan, Chinese literary history, classical prose*  
**Nguyen, Kim**  
*Vietnamese language*

## APPENDIX D

### Enrollment and graduation data



Degree Level	Major Name	Quarter	Year	New Students
Bachelors	Asian Languages and Literature	Spring	2005	1
Bachelors	Asian Languages and Literature	Summer	2005	2
Bachelors	Asian Languages and Literature	Autumn	2005	2
Bachelors	Asian Languages and Literature	Winter	2006	1
Bachelors	Asian Languages and Literature	Spring	2006	1
Bachelors	Asian Languages and Literature	Winter	2007	3
Bachelors	Asian Languages and Literature	Spring	2008	2
Bachelors	Asian Languages and Literature	Autumn	2010	1
Bachelors	Chinese	Autumn	2004	2
Bachelors	Chinese	Winter	2005	4
Bachelors	Chinese	Spring	2005	3
Bachelors	Chinese	Autumn	2005	6
Bachelors	Chinese	Autumn	2006	1
Bachelors	Chinese	Winter	2007	5
Bachelors	Chinese	Spring	2007	5
Bachelors	Chinese	Summer	2007	1
Bachelors	Chinese	Autumn	2007	4
Bachelors	Chinese	Spring	2008	5
Bachelors	Chinese	Summer	2008	1
Bachelors	Chinese	Autumn	2008	1
Bachelors	Chinese	Winter	2009	5
Bachelors	Chinese	Spring	2009	5
Bachelors	Chinese	Autumn	2009	7
Bachelors	Chinese	Winter	2010	3
Bachelors	Chinese	Spring	2010	8
Bachelors	Chinese	Autumn	2010	4
Bachelors	Chinese	Winter	2011	11
Bachelors	Chinese	Spring	2011	8
Bachelors	Chinese	Summer	2011	1
Bachelors	Chinese	Autumn	2011	3
Bachelors	Chinese	Winter	2012	4
Bachelors	Chinese	Spring	2012	3
Bachelors	Chinese	Autumn	2012	9
Bachelors	Chinese	Winter	2013	5

Bachelors	Chinese	Spring	2013	3
Bachelors	Chinese	Autumn	2013	4
Bachelors	Chinese	Winter	2014	4
Bachelors	Chinese	Spring	2014	7
Bachelors	Japanese	Autumn	2004	22
Bachelors	Japanese	Winter	2005	12
Bachelors	Japanese	Spring	2005	12
Bachelors	Japanese	Summer	2005	1
Bachelors	Japanese	Autumn	2005	14
Bachelors	Japanese	Winter	2006	19
Bachelors	Japanese	Spring	2006	15
Bachelors	Japanese	Summer	2006	2
Bachelors	Japanese	Autumn	2006	7
Bachelors	Japanese	Winter	2007	7
Bachelors	Japanese	Spring	2007	6
Bachelors	Japanese	Summer	2007	4
Bachelors	Japanese	Autumn	2007	10
Bachelors	Japanese	Winter	2008	7
Bachelors	Japanese	Spring	2008	8
Bachelors	Japanese	Summer	2008	5
Bachelors	Japanese	Autumn	2008	15
Bachelors	Japanese	Winter	2009	16
Bachelors	Japanese	Spring	2009	17
Bachelors	Japanese	Summer	2009	3
Bachelors	Japanese	Autumn	2009	17
Bachelors	Japanese	Winter	2010	9
Bachelors	Japanese	Spring	2010	19
Bachelors	Japanese	Summer	2010	3
Bachelors	Japanese	Autumn	2010	17
Bachelors	Japanese	Winter	2011	13
Bachelors	Japanese	Spring	2011	18
Bachelors	Japanese	Summer	2011	1
Bachelors	Japanese	Autumn	2011	12
Bachelors	Japanese	Winter	2012	13
Bachelors	Japanese	Spring	2012	10
Bachelors	Japanese	Summer	2012	3

Bachelors	Japanese	Autumn	2012	15
Bachelors	Japanese	Winter	2013	19
Bachelors	Japanese	Spring	2013	15
Bachelors	Japanese	Summer	2013	2
Bachelors	Japanese	Autumn	2013	18
Bachelors	Japanese	Winter	2014	14
Bachelors	Japanese	Spring	2014	6
Bachelors	Korean	Spring	2005	1
Bachelors	Korean	Autumn	2005	1
Bachelors	Korean	Winter	2006	2
Bachelors	Korean	Spring	2006	2
Bachelors	Korean	Autumn	2006	3
Bachelors	Korean	Winter	2007	1
Bachelors	Korean	Spring	2007	4
Bachelors	Korean	Summer	2007	1
Bachelors	Korean	Autumn	2007	1
Bachelors	Korean	Spring	2008	3
Bachelors	Korean	Winter	2009	8
Bachelors	Korean	Spring	2009	3
Bachelors	Korean	Autumn	2009	1
Bachelors	Korean	Summer	2010	1
Bachelors	Korean	Autumn	2010	8
Bachelors	Korean	Winter	2011	3
Bachelors	Korean	Spring	2011	4
Bachelors	Korean	Summer	2011	1
Bachelors	Korean	Autumn	2011	4
Bachelors	Korean	Winter	2012	2
Bachelors	Korean	Spring	2012	1
Bachelors	Korean	Autumn	2012	1
Bachelors	Korean	Winter	2013	2
Bachelors	Korean	Spring	2013	1
Bachelors	Korean	Autumn	2013	1
Bachelors	Korean	Winter	2014	5
Bachelors	Korean	Spring	2014	1
Bachelors	South Asian Languages	Autumn	2008	3
Bachelors	South Asian Languages	Winter	2009	2

Bachelors	South Asian Languages	Autumn	2009	1
Bachelors	South Asian Languages	Winter	2010	1
Bachelors	South Asian Languages	Autumn	2010	3
Bachelors	South Asian Languages	Winter	2011	1
Bachelors	South Asian Languages	Autumn	2011	1
Bachelors	South Asian Languages	Winter	2012	1
Bachelors	South Asian Languages	Spring	2013	1
Bachelors	South Asian Languages	Autumn	2013	1
Masters	Asian Languages and Literature	Autumn	2004	2
Masters	Asian Languages and Literature	Autumn	2005	1
Masters	Asian Languages and Literature	Spring	2006	1
Masters	Asian Languages and Literature	Autumn	2006	5
Masters	Asian Languages and Literature	Summer	2007	1
Masters	Asian Languages and Literature	Autumn	2007	5
Masters	Asian Languages and Literature	Autumn	2008	2
Masters	Asian Languages and Literature	Autumn	2009	3
Masters	Asian Languages and Literature	Autumn	2011	6
Masters	Asian Languages and Literature	Summer	2012	2
Masters	Asian Languages and Literature	Autumn	2012	2
Masters	Asian Languages and Literature	Autumn	2013	2
Pre-Doctor	Asian Languages and Literature	Autumn	2004	8
Pre-Doctor	Asian Languages and Literature	Summer	2005	1
Pre-Doctor	Asian Languages and Literature	Autumn	2005	6
Pre-Doctor	Asian Languages and Literature	Autumn	2006	2
Pre-Doctor	Asian Languages and Literature	Winter	2007	1
Pre-Doctor	Asian Languages and Literature	Autumn	2007	2
Pre-Doctor	Asian Languages and Literature	Autumn	2008	1
Pre-Doctor	Asian Languages and Literature	Autumn	2009	7
Pre-Doctor	Asian Languages and Literature	Summer	2010	1
Pre-Doctor	Asian Languages and Literature	Autumn	2010	4
Pre-Doctor	Asian Languages and Literature	Autumn	2011	4
Pre-Doctor	Asian Languages and Literature	Autumn	2012	5
Pre-Doctor	Asian Languages and Literature	Spring	2013	1
Pre-Doctor	Asian Languages and Literature	Autumn	2013	5
Doctoral	Asian Lang & Lit (Theory & Criticism)	Winter	2007	1
Doctoral	Asian Lang & Lit (Theory & Criticism)	Spring	2010	1

Doctoral	Asian Languages and Literature	Autumn	2004	2
Doctoral	Asian Languages and Literature	Winter	2006	2
Doctoral	Asian Languages and Literature	Spring	2006	2
Doctoral	Asian Languages and Literature	Winter	2007	1
Doctoral	Asian Languages and Literature	Spring	2007	3
Doctoral	Asian Languages and Literature	Summer	2007	1
Doctoral	Asian Languages and Literature	Winter	2008	2
Doctoral	Asian Languages and Literature	Spring	2008	1
Doctoral	Asian Languages and Literature	Winter	2009	1
Doctoral	Asian Languages and Literature	Summer	2009	1
Doctoral	Asian Languages and Literature	Autumn	2009	1
Doctoral	Asian Languages and Literature	Winter	2010	1
Doctoral	Asian Languages and Literature	Spring	2010	1
Doctoral	Asian Languages and Literature	Spring	2011	1
Doctoral	Asian Languages and Literature	Autumn	2011	1
Doctoral	Asian Languages and Literature	Spring	2012	1
Doctoral	Asian Languages and Literature	Winter	2013	1
Doctoral	Asian Languages and Literature	Spring	2013	1
Doctoral	Asian Languages and Literature	Autumn	2013	1
Doctoral	Asian Languages and Literature	Spring	2014	2

Degree Level	Major Name	Quarter	Year	Degrees Earned
Bachelors	Asian Languages and Literature	Spring	2005	1
Bachelors	Asian Languages and Literature	Spring	2006	2
Bachelors	Asian Languages and Literature	Summer	2006	1
Bachelors	Asian Languages and Literature	Spring	2007	1
Bachelors	Asian Languages and Literature	Autumn	2007	1
Bachelors	Asian Languages and Literature	Spring	2008	1
Bachelors	Asian Languages and Literature	Summer	2008	1
Bachelors	Chinese	Summer	2004	1
Bachelors	Chinese	Winter	2005	1
Bachelors	Chinese	Spring	2005	6
Bachelors	Chinese	Winter	2006	1
Bachelors	Chinese	Spring	2006	7
Bachelors	Chinese	Summer	2006	1
Bachelors	Chinese	Autumn	2006	1
Bachelors	Chinese	Spring	2007	6
Bachelors	Chinese	Spring	2008	1
Bachelors	Chinese	Summer	2008	2
Bachelors	Chinese	Autumn	2008	2
Bachelors	Chinese	Winter	2009	2
Bachelors	Chinese	Spring	2009	5
Bachelors	Chinese	Summer	2009	1
Bachelors	Chinese	Autumn	2009	2
Bachelors	Chinese	Winter	2010	3
Bachelors	Chinese	Spring	2010	6
Bachelors	Chinese	Winter	2011	2
Bachelors	Chinese	Spring	2011	6
Bachelors	Chinese	Summer	2011	1
Bachelors	Chinese	Autumn	2011	1
Bachelors	Chinese	Winter	2012	5
Bachelors	Chinese	Spring	2012	7
Bachelors	Chinese	Summer	2012	1
Bachelors	Chinese	Autumn	2012	3
Bachelors	Chinese	Winter	2013	7
Bachelors	Chinese	Spring	2013	7

Bachelors	Chinese	Summer	2013	1
Bachelors	Chinese	Winter	2014	8
Bachelors	Chinese	Spring	2014	7
Bachelors	Japanese	Summer	2004	2
Bachelors	Japanese	Autumn	2004	6
Bachelors	Japanese	Winter	2005	1
Bachelors	Japanese	Spring	2005	18
Bachelors	Japanese	Summer	2005	3
Bachelors	Japanese	Autumn	2005	4
Bachelors	Japanese	Winter	2006	3
Bachelors	Japanese	Spring	2006	18
Bachelors	Japanese	Summer	2006	5
Bachelors	Japanese	Autumn	2006	5
Bachelors	Japanese	Winter	2007	4
Bachelors	Japanese	Spring	2007	15
Bachelors	Japanese	Summer	2007	2
Bachelors	Japanese	Autumn	2007	7
Bachelors	Japanese	Winter	2008	4
Bachelors	Japanese	Spring	2008	25
Bachelors	Japanese	Summer	2008	1
Bachelors	Japanese	Autumn	2008	2
Bachelors	Japanese	Winter	2009	3
Bachelors	Japanese	Spring	2009	17
Bachelors	Japanese	Summer	2009	2
Bachelors	Japanese	Autumn	2009	6
Bachelors	Japanese	Winter	2010	4
Bachelors	Japanese	Spring	2010	19
Bachelors	Japanese	Summer	2010	1
Bachelors	Japanese	Autumn	2010	8
Bachelors	Japanese	Winter	2011	9
Bachelors	Japanese	Spring	2011	31
Bachelors	Japanese	Summer	2011	3
Bachelors	Japanese	Autumn	2011	5
Bachelors	Japanese	Winter	2012	3
Bachelors	Japanese	Spring	2012	22
Bachelors	Japanese	Summer	2012	1

Bachelors	Japanese	Autumn	2012	8
Bachelors	Japanese	Winter	2013	8
Bachelors	Japanese	Spring	2013	22
Bachelors	Japanese	Summer	2013	3
Bachelors	Japanese	Autumn	2013	11
Bachelors	Japanese	Winter	2014	12
Bachelors	Japanese	Spring	2014	18
Bachelors	Korean	Winter	2005	1
Bachelors	Korean	Summer	2005	1
Bachelors	Korean	Winter	2006	2
Bachelors	Korean	Spring	2007	2
Bachelors	Korean	Winter	2008	1
Bachelors	Korean	Spring	2008	1
Bachelors	Korean	Autumn	2008	2
Bachelors	Korean	Winter	2009	1
Bachelors	Korean	Spring	2009	1
Bachelors	Korean	Summer	2009	1
Bachelors	Korean	Autumn	2009	1
Bachelors	Korean	Winter	2010	1
Bachelors	Korean	Spring	2010	5
Bachelors	Korean	Winter	2011	1
Bachelors	Korean	Spring	2011	3
Bachelors	Korean	Summer	2011	1
Bachelors	Korean	Winter	2012	2
Bachelors	Korean	Spring	2012	5
Bachelors	Korean	Summer	2012	1
Bachelors	Korean	Winter	2013	2
Bachelors	Korean	Spring	2013	5
Bachelors	Korean	Spring	2014	3
Bachelors	South Asian Languages	Winter	2008	1
Bachelors	South Asian Languages	Autumn	2009	2
Bachelors	South Asian Languages	Spring	2010	1
Bachelors	South Asian Languages	Autumn	2011	1
Bachelors	South Asian Languages	Winter	2012	2
Bachelors	South Asian Languages	Spring	2012	1
Bachelors	South Asian Languages	Winter	2013	1



Bachelors	South Asian Languages	Spring	2013	1
Bachelors	South Asian Languages	Summer	2013	1
Bachelors	South Asian Languages	Winter	2014	1
Masters	Asian Languages and Literature	Summer	2004	2
Masters	Asian Languages and Literature	Autumn	2004	1
Masters	Asian Languages and Literature	Spring	2005	3
Masters	Asian Languages and Literature	Winter	2006	2
Masters	Asian Languages and Literature	Spring	2006	3
Masters	Asian Languages and Literature	Autumn	2006	2
Masters	Asian Languages and Literature	Spring	2007	1
Masters	Asian Languages and Literature	Summer	2007	1
Masters	Asian Languages and Literature	Summer	2008	2
Masters	Asian Languages and Literature	Autumn	2008	1
Masters	Asian Languages and Literature	Winter	2009	1
Masters	Asian Languages and Literature	Spring	2009	5
Masters	Asian Languages and Literature	Summer	2009	1
Masters	Asian Languages and Literature	Autumn	2009	2
Masters	Asian Languages and Literature	Spring	2010	2
Masters	Asian Languages and Literature	Summer	2010	2
Masters	Asian Languages and Literature	Spring	2011	4
Masters	Asian Languages and Literature	Autumn	2011	1
Masters	Asian Languages and Literature	Spring	2012	1
Masters	Asian Languages and Literature	Autumn	2012	1
Masters	Asian Languages and Literature	Summer	2013	2
Masters	Asian Languages and Literature	Autumn	2013	2
Masters	Asian Languages and Literature	Winter	2014	3
Masters	Asian Languages and Literature	Spring	2014	2
Doctoral	Asian Lang & Lit (Theory & Criticism)	Spring	2009	1
Doctoral	Asian Languages and Literature	Summer	2004	1
Doctoral	Asian Languages and Literature	Winter	2006	1
Doctoral	Asian Languages and Literature	Spring	2006	1
Doctoral	Asian Languages and Literature	Summer	2006	1
Doctoral	Asian Languages and Literature	Autumn	2006	1
Doctoral	Asian Languages and Literature	Summer	2007	1
Doctoral	Asian Languages and Literature	Spring	2008	1
Doctoral	Asian Languages and Literature	Summer	2008	1

Doctoral	Asian Languages and Literature	Winter	2009	1
Doctoral	Asian Languages and Literature	Spring	2009	3
Doctoral	Asian Languages and Literature	Summer	2009	3
Doctoral	Asian Languages and Literature	Winter	2010	1
Doctoral	Asian Languages and Literature	Spring	2010	1
Doctoral	Asian Languages and Literature	Summer	2010	2
Doctoral	Asian Languages and Literature	Autumn	2010	1
Doctoral	Asian Languages and Literature	Winter	2011	2
Doctoral	Asian Languages and Literature	Spring	2011	1
Doctoral	Asian Languages and Literature	Autumn	2011	2
Doctoral	Asian Languages and Literature	Spring	2012	1
Doctoral	Asian Languages and Literature	Summer	2012	2
Doctoral	Asian Languages and Literature	Spring	2013	1
Doctoral	Asian Languages and Literature	Autumn	2013	1