

MLL 2020-21 Diversity and Inclusion Department Action Plan

Goals and Priorities Met in 2019/20

Faculty Recruitment, Hiring, and Retention

- New diversity TE hire in Hispanic Studies (Indigenous Studies) focusing on Latin America within the context of the Global South.
- Other hires with an emphasis on diversity and inclusion approved earlier have been put on hold due to the Covid-19-induced budget shortfalls.
- Orientation module for new faculty has been developed and will be piloted.
- New TE interviews included a question on how candidates have integrated issues pertaining to diversity and inclusion into their teaching.

Student Recruitment, Retention, and Support

- An event in conjunction with the Center for Student Diversity to introduce MLL courses before registration for Fall 2020 was planned but could not take place due to the campus closure.
- The Language Houses dedicated events, and space on their outreach boards in Washington Hall, to minority concerns and representatives in their respective cultures.
- MLL faculty supported several organizations across campus, including WMSure, UndocuTribe, and the Latin American Students Union.

The Curriculum

- MLL implemented a new module for its MDLL 401 course (“Practicum Teaching Foreign Languages”) on Equity and Social Justice in the classroom.
- MLL agreed to include a Land and Slavery Acknowledgment on all syllabi as part of its best practices: “William & Mary occupies the ancestral lands of the Powhatan people. In 1677, near our historic campus, the Pamunkey leader, Cockacoeske, negotiated Articles of Peace, with England, on behalf of several indigenous tribes. We acknowledge the Native youths who attended the Brafferton Indian School in the eighteenth century. At present we acknowledge and honor Virginia’s seven federally recognized tribes and the Commonwealth’s four state-recognized tribes. William & Mary acknowledges that it owned and exploited slave labor from its founding to the Civil War; and that it had failed to take a stand against segregation during the Jim Crow Era.”
- Beyond the classroom, MLL faculty contributed to matters of diversity and inclusion at a global scale (e.g., via on-campus COLL300 activities), a local level (e.g., initiating partnerships with local schools), and at the institutional level (e.g., via collaborations with the W&M School of Education).

Department Climate and Resources

- Two new student representatives were appointed to the Diversity and Inclusion Committee.
- MLL developed and conducted a climate survey; responses will be analyzed in AY 2020-2021.
- MLL requested that gender-neutral bathrooms be installed in Washington Hall; facilities explored doing so and submitted a proposal that would locate it on the first floor. The cost of doing so was estimated at \$28,000. It is not clear now, mid-pandemic, that the funding will be available to move this initiative forward.
- MLL conducted a roundtable discussion on teaching gender-neutral language in our foreign-language classrooms.
- For their work in the areas of diversity and inclusion, three MLL Faculty received Diversity Recognition Awards: Magali Compan, Jennifer Gully, and Katherine Kulick.

Action Plan for AY 20/21:

Faculty Recruitment, Hiring, and Retention

- Pending approval, Hispanic Studies will conduct a TE search for a specialist in inter-ethnic, inter-faith dynamics in Medieval Iberia.

Student Recruitment, Retention, and Support

- Info sessions or workshops in conjunction with the CSD and/or WMSure on the FLPR, study-abroad, and MLL courses.

The Curriculum

- MLL has gained approval to pilot a COLL 300 course for Language House residents. Circumstances allowing, initial piloting will be implemented in Fall 2020.
- MLL faculty are actively engaged in developing the new COLL 350 and Prof. Riofrio will join the CLA for a second term as Fellow to help with its implementation.

Department Climate and Resources

- MLL will interpret the climate survey.
- MLL will appoint two new student representatives (both present representatives have graduated).
- Decolonizing Humanities Project: workshops on discussions of decolonization in the classroom are planned; Visiting Scholar George Ciccariello-Maher has been invited to facilitate these.

Arabic Studies

The Curriculum

Goals met in AY 2019/20:

- Prof. Sheehi has been an active member of APIA and many of our courses are counted toward the APIA minor and self-designed majors. Prof. Sheehi has also been instrumental and active in the Decolonizing Humanities project, which has already had an effect on the template for course syllabi in MLL (<https://www.wm.edu/sites/dhp/>).
- All of Prof. Sheehi's classes on the Arab world, including Arab Food and Palestine-Israel: A Dialogue, specifically engaged, at some point in the semester, issues of gender, gender inequality, and empowerment. a. Palestine/Israel: "This course explores the lesser-known histories and contemporary realities of the Palestine-Israel conflict. We examine alternate histories, social experiments, and cultural and political possibilities that have been largely overlooked in the mainstream search for a peaceful and equitable resolution to the Palestine-Israel conflict." b. Introduction to the Culture of Arab Food: "This course examines the history of food and agriculture in the Arab world from the classical ("medieval") period to modern times. We will learn about the history and contemporary realities surrounding Arab agriculture and food. The study of food, then, is a holistic intellectual engagement with the history, cultural context, biological life, the carbon imprint, and economic and social trajectory of the food that we, along with those in the Arab world, ingest. More specifically, we will exam the social and historical developments that shaped the transformation and evolution of "Arab food." Likewise, we will study the economic and political conditions that influence food systems in different regions of the Arab world including agricultural labor movements, transformations in crop cultivation and food consumption, the effects of changing climate and water resources on crops, and multinational agribusiness. In addition to the history and politics of Arab food systems, we will also experience the "cultural" components of food and agriculture, reading short stories and poetry that place food at the center of their narrative." (Prof. Eisele will offer this course in Fall 2020)
- Prof. Zaki's course offering Spring 2019 on the "deep state" in modern Arabic literary and cultural works, including films, engaged issues of sexual and gender equality, as well as the representation of minority and marginalized groups in these works. Prof. Zaki's course offering in Spring 2020 ("Until We Have Faces") explored Arab women's writing over the past fifty years which dealt with many issues, "ranging from the representation of women in Arabic culture to the complexity of their social roles. The veil - once a symbol of patriarchal oppression - has resurfaced as a marker of identity. The Arab world is rapidly changing, especially with vibrant political and social activism led by women."
- Prof. El-Sherif's course offering Fall 2019 on cinematic representations of East in US media deals with issues of Orientalism and the representation of Arabs in American

culture, racial issues East & West, as well as sexual harassment and gender relations in Middle Eastern cultures. Prof. Yang offered her own version of this course in Spring 2020.

- Prof. El-Sherif's course in Spring 2020, Modern Times in Egypt through Film and Literature, explored "depictions of modern times in Egyptian film and literature ... and the development of modern literature and film in Egypt and the Arab world." The course explored "the impact of modern technologies such as the printing press, photography, and film on cultural representation in Egypt across different historical periods." The course treated themes related to urban culture, gender relations, religion, and public life and revolutionary changes in Egypt.
- Prof. Peiyu Yang's Arabic 311 course in Fall 2019, "Becoming Arab," explored the ways in which Arab authors have viewed themselves and the rest of the world from the late nineteenth century to the present, through literature and film: "By exploring how Arab writers viewed and intervened in processes of globalization from the late nineteenth-century until today, we will be taking a different approach to studying Arabic literature by valuing and evaluating how Arabs viewed modernity and the changing world by reading their perspectives on this world. We will read Arabic literary texts in translation, clustered around several crucial issues—migration, including migrant labor and refugees, student activism and uprisings, and transnational relations among Arab and Asian contexts in order to give voice to a variety of lived experiences within Arab cultures. The readings will engage some of the most pressing issues up for debate in Arabic culture today, which we will put into historical context in order to deepen our understanding of the diversity and cosmopolitanism of Arab culture."
- Prof. Cherkaoui offered Arab 402 in Spring 2019, a content course in Arabic that included a significant component examining Arab women writers, some of whom were political activists as well as promoters of women's equality, empowerment, and progress.

AY 2020/21

- Prof. Yang will offer a new COLL 100 course entitled "Silk": "The history of silk tells an ancient story of travel and globalization that scholars have only just begun to explore. This course examines how silk figured into the myths and stories through which cultures came to understand other parts of the world across Asia, the Middle East, and Europe. We will explore the rich aesthetics and material culture of silk starting with medieval travel narratives along the famed Silk Road, up through more recent events like the collapse of the silk industry in Great Syria leading to diaspora and forced migration. By unpacking the various meanings projected onto silk at different times and in different parts of the world, we will come to terms with silk's frequent representation in literature as a kind of enchanted or hyper-valuable objective being sought by travelers. This course aims to challenge the dominant view of the world as made up of discrete, bordered

nations and instead encourages students to consider the world as interconnected, networked flows of cross-cultural interaction.”

- Fall 2020: Arabic 150--The Culture of Arab Food (see description above)-- will be taught by Prof. Eisele.
- Prof. Yang will offer her course “Becoming Arab” in Fall 2020 (see description above)
- Spring 2021: Arabs in America/America in Arabs: Prof. Sheehi’s course will be offered by Prof. Zaki (tentative): “This course looks at the Arab experience in and with America, Americans, and American culture. We look at the experience of Arab immigrants and Arab travelers in the United States but also discover how America and American culture has been present in the Arab worldview since the beginning of the 20th century. We will explore a variety of materials including fiction, autobiography, and film (in English or translation), which will reflect Arab cultural engagement with North America. Grading will be a series of reflection assignments rooted in class discussion and the course material as well as a final paper.”
- Prof. Yang will offer the course “Films in/on/of the Middle East” in Spring 2020: “This course will discuss the representation of the Middle East and North Africa on the screen and will deal with a wide variety of national cinemas, styles, and genres. It will be structured first around specific geographic locales from North Africa to Iran, and from Turkey to Sudan and some Iranian and Turkish films) to “art” films produced primarily for an international audience but which are intended to represent the “nation” in some way.” Related to the topic of “diversity”, the course “examines the cultural and historical background of each of these areas and relates them to the films, and the extent to which generic forms change and develop under the influence of historic events, and help shape perceptions of these events. Part of this will entail an overview of landmark historical events that have shaped the structure of narratives about the Middle East and its peoples, as well as the culture which produced them.”

Student Recruitment, Retention, and Support

- The Arabic Studies faculty will continue to mentor students from groups underrepresented in Arabic language and culture courses. The number of student from these groups, especially those from an African-American background, has increased substantially this year.
- Prof. Sheehi has been and continues to be a liaison to a number of student groups interested in issues of racial and social justice.
- Prof. Cherkaoui has been working with the Muslim Student Association to promote information about their existence and willingness to include non-Muslim students in their activities. This has included presenting lectures about Islamic holidays and holydays, open to all members of the William & Mary community.
- Prof. Cherkaoui will continue to mentor students on study abroad programs, especially the CLS scholarships, which have a focus on diversity in their selection process.

Faculty Recruitment, Hiring, and Retention

(Fall 2019-Spring 2020) Mentoring of our new NTE hire of Chinese origin and a Visiting Assistant Professor of Egyptian origin.

Chinese Studies

The Curriculum

New guidance for the COLL 350 requirement, previously known as the COLL 199 requirement, was issued in January 2020. The Program in Chinese Studies will explore options for understanding which courses might be able to be adapted to fill this requirement and further serve the COLL curriculum. (We had begun to take steps in this direction in spring 2020, but the interruption to regular teaching due to the coronavirus pandemic sidelined this work.) Such courses may include “Chinese Popular Culture” (CHIN 220), “Introduction to Chinese Cultural Studies” (CHIN 250), and “Introduction to Chinese Cinema” (CHIN 360), etc. Due to faculty leaves and the cancellation of a search for a visiting assistant professor, however, the program will have limited capacity to offer these courses during academic year 2020-2021; we hope to be able to offer greater support to the COLL 199 requirement and other parts of the COLL curriculum beginning in academic year 2021-2022.

Student Recruitment, Retention, and Support

The Program in Chinese Studies engages in recruitment and retention primarily through providing high-quality instruction in Mandarin Chinese and through offering courses on Chinese culture, literature, and civilization. The Program also recruits students through its service to the COLL curriculum, particularly courses at the COLL 100 and COLL 150 levels. The program enjoys a very high rate of retention from its first-year courses to second-year courses and from its second-year courses to third-year courses; these are critical transition points for students in any critical language, and the program makes an effort to ensure that students feel that they can continue to meet their goals by taking our classes. By the same token, courses in Chinese culture and civilization regularly run at 85%-100% of capacity.

We were particularly gratified that CHIN 111 and CHIN 211, Chinese for Heritage Speakers, reached an all-time high enrollment in fall 2019. In response to conversations with students in that class, the Program in Chinese Studies has decided to pilot a new course in fall 2020, “Consolidated Upper-Intermediate Chinese,” which will enable students from the Chinese for Heritage Speakers class to continue with their studies and hopefully to transition into fourth-year courses. We are optimistic that some of these students will also consider joining the major or minor in Chinese Studies. In any case, expanding these offerings will help the Program in Chinese Studies to strengthen its relationships with and service to Asian-American students at William and Mary.

Faculty Recruitment, Hiring, and Retention

The Program in Chinese Studies successfully completed a search for an associate professor of Chinese studies. We look forward to working with this faculty member to expand our offerings.

Other

Outside Speakers and Workshops

The Program in Chinese Studies regularly brings in outside speakers who discuss issues of race/ethnicity, gender/sexuality, class/labor and other kinds of difference in the greater context. In November 2019, Professor Chun-yu Lu hosted Prof. Ying-Chao Kao of Virginia Commonwealth University, who gave a research presentation on “Transnational Networks of (Anti-)LGBTI+ Activism in Taiwan.”

Additionally, Professor Michael Hill, working with Professor Kristian Petersen of Old Dominion University, obtained a grant from the Chiang Ching-kuo Foundation in the amount of \$10,000 (with matching funds of \$5000 from the College of Arts and Sciences) to host a workshop on Muslims in modern China in April 2020. Professor Hill had also obtained commitments from some of the participants in the workshop, as well as a well-known journalist from the Washington Post, to give a public roundtable on the situation in Xinjiang Province in Northwest China. Unfortunately, due to the outbreak of the coronavirus pandemic, this event had to be postponed. We hope to re-launch this event in some capacity in the 2020-2021 academic year.

Study Abroad

After operating a very successful summer program at Beijing Normal University in June-August 2019, the Program in Chinese Studies aggressively promoted the program for summer 2020, to be led by Prof. Su Qian, Senior Lecturer in Chinese. Unfortunately, the coronavirus pandemic made it necessary for us to cancel the program. We hope to restart this program for summer 2021 and to build on our efforts to make this program a useful resource for first-generation college students and students from working-class families.

More generally, the program has promoted scholarships and fellowships for study abroad. The expenses related to study abroad in China, Taiwan, and Hong Kong have risen dramatically over the past decade, and the Program in Chinese Studies has made it a priority to ensure that students have access to information about financial support for this key component of their training. Professor Michael Hill, director of Chinese Studies, visited several language classes during the fall semester to offer students information about opportunities such as the Critical Languages Scholarship, the Gilman Scholarship (which is limited to students who are eligible for Pell grants), the Boren Scholarship, Fulbright Scholarship, and other programs offered by government agencies of the Republic of China (Taiwan) and the People’s Republic of China.

Exit Surveys

The Program in Chinese Studies had originally planned to design a survey for graduating seniors to get a better understanding their experiences in the program. Due to the transition to remote teaching and significant changes in the learning and working environment that took place in March 2020, however, we decided to wait until spring 2021 to design and conduct this first

survey. The survey will include questions on diversity and inclusion and may be used to consider how to evaluate and improve the Program in Chinese Studies.

French and Francophone Studies TBA

The Curriculum

Student Recruitment, Retention, and Support

Faculty Recruitment, Hiring, and Retention

Other

German Studies

The Curriculum

During the spring semester of 2020, German Studies met eight times to completely revamp the German Studies curriculum to make it more flexible for students to be able to major and minor (especially given the fact that most of our majors are double-majors), and to offer new or revamp old courses in order to render them more contemporary and responsive to current interests. Such courses include a revamped GRMN 335 *Rethinking Heimat*, which deals directly with issues of diversity and inclusion by exploring the valences of the notion of “home” in German, and the introduction of GRMN 385 *German Colonialism and Empire*, which addresses the history and consequences of Germany’s short-lived but utterly devastating foray into colonial expansion, exploitation, and genocide. We will continue to offer our courses such as COLL 150 *Holocaust*, COLL 150 *Responses to the Holocaust*, COLL 150 *Representing Refugees* and GRMN 387 *Germans & Jews*, courses that interrogate exclusionary ideologies and practices and study systemic racism, genocide, and xenophobia. By restructuring the major and minor, creating more ways to achieve the required 34 and 18 credits respectively, and by more varied course offerings, we hope to attract more majors and minors.

Action Items for AY 20-21:

- Move the new curriculum and course offerings through Policy and EPC
- Broadcast the changes throughout the University community
- Explore ways of intersecting with other programs and departments on campus to see how we might contribute to their diversity and inclusion plans
- Plan another 1-credit course based in MDLL that continues the work we did in “After Charlottesville” spring 2018 and reflects critically on contemporary movements and groups that deploy and disseminate ideas and views that hearken back to Nazi Germany, implicitly or explicitly.

- Continue and expand our German House offerings to include more multicultural programming and bring more films with a clear diversity and inclusion theme to the German Evening of Film (*Filmabend*)

Student Recruitment, Retention, and Support

The German Studies Program organizes recruitment events every semester where we showcase our many course offerings that address issues of race, class, gender, and sexuality. Among other topics, our courses on Germany's leading role in the current migration and refugee crisis, multiculturalism, and the Holocaust have all been part of our profile to the outside world. In addition, we offer COLL 100s and 150s in English on topics directly concerned with diversity and inclusion (COLL 100 on *Friendship*; COLL 150 *Responses to the Holocaust*; COLL 150 *Representing Refugees*) in order to attract freshmen who might or might not be aware of how multicultural and diverse German society has become, and the challenges it has faced in the past half-century. Some of our faculty members also explicitly ask to advise first-generation and transfer advisees during Freshman Advising.

Visiting Guest Lectures: German Studies regularly hosts German Studies scholars on topics of diversity and inclusion, most recently Prof. Jeffrey Herf, who spoke on the GDR and "Undeclared Wars against Israel" and offered a seminar on his current work on GERMANY AND JEWISH QUESTIONS IN THE REVOLUTION AND UNIFICATION OF 1989-1990--AND SINCE. All German Studies students are invited to attend all such events through our listserv.

Study Abroad: We award financial support to students to participate in our summer study abroad program so that students of limited means are able to participate.

Mentoring: We encourage students at every level and in every course to pursue research topics on diversity and inclusion in German culture and society. A recent Honors thesis explored Kafka's uses of Space in the Construction of Ethnic, National, and Imperial Identity. Another focused on Turkish-German Rap.

Day for Accepted Students: One faculty member gives a talk every year to admitted students and their parents on Dracula/Nosferatu, in which she draws out the gender and race implications of this popular horror figure.

Hosting High School Students on campus: The German Studies Program frequently hosts large groups of students from Thomas Jefferson High School currently enrolled in German courses and interested in learning what kind of courses they could expect if they wanted to continue their studies at W&M. Every semester we try to get the word out about our courses on diversity and inclusion by advertising with faculty colleagues teaching similar courses, cross-listing with such courses when possible, and alerting the advising system.

Action Items for AY 20-21:

- German Studies plans to either organize its own or contribute to an MLL pre-registration event showcasing courses on diversity and inclusion.

- Assuming our study abroad programs run next year, we will again award financial support to interested students who might otherwise not be able to participate in the form of scholarships.
- German Studies faculty will again volunteer to advise first-generation and transfer students, contribute to Day for Admitted Students, and continue to mentor students interested in diversity and inclusion research topics.

Faculty Recruitment, Hiring, and Retention

Dr. Robin Ellis (B.A. Oberlin, Ph.D. University of California, Berkeley) joined the program in the fall of 2019 and has now completed her first academic year at W&M. Her research focuses on migration and intercultural communication, and she is an active member of the North American Diversity, Decolonization, and the German Curriculum working group. This year she taught GRMN 387 *Minorities in Germany* and introduced a unit on German colonialism in the foundational GRMN 207 *Introduction to German Studies* core course. She will develop this unit into a 300-level course for AY 21-22 to be able to offer GRMN 385 *German Colonialism and Imperialism*.

We are fortunate to retain Veronika Burney for AY 20-21, whose contract has just been renewed. She and Jennifer Gully strive to actively include topics of diversity in their Elementary and Intermediate German courses, including immigration, multiculturalism, social issues, gender equality, and LGBTQ+ issues. Our faculty have distinguished themselves in the area of D&I: Jennifer Gully won a Diversity Recognition Award in 2019, and Veronika Burney's Faculty Teaching Award 2020 mentioned her dedication to a more inclusive classroom.

Action items for AY20-21:

At present there are no plans to recruit or hire new faculty, and we have fortunately been able to retain all faculty for the next two years, creating continuity and stability in the program.

Other

The German Studies Program, through generous support of a private donor, hosts a distinguished scholar in the field each year, and also invites other guests to campus in conjunction with History, Judaic Studies, and European Studies whose research interests include diversity and inclusion. In the spring of 2020, Rita Chin (University of Michigan, *The Crisis of Multiculturalism in Europe*) was supposed to come to campus as a keynote speaker for the European Studies Conference, which sadly had to be cancelled because of COVID-19. In the fall of 2019, distinguished historian Jeffrey Herf gave a public lecture and conducted a seminar on two topics that directly touched upon diversity and inclusion.

The German House is a hub of activities, collaborative work, tutoring, and conversation courses that often facilitates discussions and conversations directly concerned with diversity and inclusion. For example, in the fall of 2019, we hosted a roundtable with Clay Clemens (Government) in which we talked about the GDR thirty years after the fall of The Wall. Part of this discussion was the opening of European borders, migration, minority cultures in Germany,

increased racism and xenophobia related to the discrepancies and inequalities between the East and the West. Our *Evening of German Film* regularly features films that are directly concerned with issues of diversity and inclusion. Our International Fellow is absolutely crucial for this highly contemporary and relevant programming.

In our Summer Study Abroad Program in Potsdam, the Program Director teaches a GRMN 287/387 course that often includes topics of diversity and inclusion. In 2019, Rob Leventhal taught *Berlin: The Making of the Modern Metropolis 1880-1933*, which dealt with issues of ethnic minorities, particularly from Eastern Europe, and their influence on the emergence of Berlin as a European Metropolis during this decisive period. Examining key documents from the war years and the Weimar Republic, we also traced the intensification of Anti-Semitism in the years 1890-1910 and then specifically in the years leading up to the Nazi seizure of power. Most of the courses taught by the PD in Potsdam over the years have addressed issues of diversity and inclusion, minorities, multiculturalism, xenophobia, racism, and refugees.

Action items for AY 20-21:

- Continue our distinguished guest lecture series, circumstances permitting, even if we have to sponsor an online lecture
- Continue German House Programming, circumstances permitting and to the extent possible, with content-rich discussions and conversations about diversity and inclusion
- Assuming the SSA in Potsdam can operate next summer, integrate D & I content in the course taught by the PD, and include sites of ethnic minority significance and people who are on the front lines of diversity and inclusion in Berlin, such as Armin Langer, Founder of Salaam/Shalom, an interethnic Jewish-Arab organization that seeks to bring people from the two cultures together in a spirit of understanding and reconciliation, whom we invited to campus and was then subsequently included in the SSA Program as PD Jennifer Gully hosted an evening discussion with him in 2018.
- Roman Utkin as a planned visiting speaker. Prof. Roman Utkin will deliver a lecture on “Queer Exile” about the Nabokov brothers in Berlin and lead a workshop on Yiddish writer Dovid Bergelson’s *Shadows of Berlin*
- Re-invite Rita Chin to give a public lecture and seminar

Hispanic Studies

The Curriculum

During AY 2019-2020, the HISP program offered a robust array of courses that focus on issues of diversity and inclusion.

- The program offered 3 sections per semester of HISP 207, “Culturas de in(ex-)clusión en el mundo hispánico), a class specially focused on issues of diversity and inclusion in the Hispanic world.

- During Fall 2019, Professor Riofrio offered “The Latinx Novel” (HISP 290/COLL 200), a course that focuses on issues of migration, belonging, and equity in Latinx communities. This dovetails the case study on gentrification and Latinx barrios he regularly offers in our co-taught “Introduction to Hispanic Studies” (HISP 240).
- Professor Carrión offered another iteration of the highly enrolled course on “Medical Interpretation” (HISP 307). In this course, students serve the local Spanish-speaking community at Old Town Medical Center; the course also prepares them to serve as interpreters for Latinx farmworkers as part of the HISP summer internship in the VA Eastern Shore.
- During Fall 2019, Professor Gaytán Cuesta offered a new film class, “Crossing Bodies: Borders is Latin American Cinema” (HISP 320), focused on topics such as migration, indigenism, and gender in contemporary Latin American movies.
- Professor Cantarello’s new class “Women & Children in Contemporary Latin American Cinema” (HISP 320; Spring 2020) addressed issues related to the stylistic and thematic marginalization of these two groups within filmic fictions.
- Professor Root continued to offer Environmental Cultures (HISP 360) as a blind person applying her knowledge of universal design to help shape the university of the 21st century.
- Professor Cantarello taught a new advanced seminar, “Challenging the Mexican Nation” (HISP 390), in which students analyzed contemporary Mexican cultural production from the twentieth- and twenty-first century to discuss the construction of regional and national identity as related to groups systematically excluded due to their gender, race, and religion.
- Professor Tandeciarz led the Study Away experience in Guatemala during Spring break 2020 for a second time, as part of “Beyond Recollection” (HISP 389).
- During Fall 2019 Professor Varra offered a seminar on historical, psycholinguistic and social factors (including the impact of ideology, power and prestige) that contribute to the diverse pattern of language use and language policy that exists in the bilingual Spanish-speaking world today: HISP 489/COLL 400 “Bilingüismo en el mundo hispanohablante.”
- Professor Terukina offered a new course during Fall 2019 on gender issues in the early modern Hispanic world (HISP 489/COLL 400 “Gender Issues in Hispanic Studies (1500-1700)”), that focuses on early modern transgressions of heteronormative discourse and debates about the nature, moral disposition, and intellectual acumen of women, lesbians, and non-binary individuals.
- In Spring 2020, Professor Riofrio offered a new senior seminar, “Torn Bootstraps” (HISP 489/COLL 400), that centered around issues of poverty, income inequality, and structural racism.

In addition to the efforts outlined above, it is worth underscoring initiatives with a broader curricular scope:

- Professor Tandeciarz contributed to the campus COLL 300 by spearheading the invitation of Guatemalan photographer Daniel Hernandez Salazar; his presentation relating to “scale” was to address photography in connection with the Guatemalan armed conflict and acts of genocide committed against the Maya.
- Professor Varra began reaching out to local institutions to build meaningful partnerships that benefit W&M students with hands-on, experiential and community service-learning opportunities, and diverse local communities, particularly Spanish-speaking students and families in the local school system.
- Professor Riofrio served on TEAC [Teacher Education Advisory Committee]. The committee, organized by the W&M School of Education, solicits curricular input from members of the committee to bolster their teacher education programs.

During AY 2020-2021 the HISP program will offer a similarly broad repertoire of courses focused on diversity and inclusion.

- Especially noteworthy are the freshman seminar and the advanced seminar on global indigenous cultures offered by our new TE colleague, Assistant Professor Carlos Rivera-Santana. These courses, serving both advanced majors in HISP and incoming freshman students, will examine indigenous cultures in Latin America within the larger frame of the Global South.
- As in the past, the program will also continue to offer multiple sections of HISP 207, “Culturas de in(ex-)clusión” every semester.
- Professor Riofrio’s sophomore seminar that examines the struggles of Latinx communities in the U.S. (HISP252/COLL200 “The Latinx Novel”) will be offered again in Fall 2020 as a permanent addition to the HISP repertoire of courses.
- Professor Buck will offer a sophomore seminar, “Politics of Food” (HISP 291), that addresses issues of food insecurity among marginalized groups in Mexico and the US, as well as issues concerning migrant farmworkers in the US.
- Also, after successfully piloting them during AY 2019-2020, Professors Varra and Terukina will offer again their senior seminars (HISP489/COLL400) on the bilingual Spanish-speaking world (“Bilingüismo en el mundo hispanohablante”), and on gender and sexuality in the Early Modern Spanish empire (“Gender Issues in Hispanic Studies (1500-1700)”).
- Finally, in order to highlight the political values attached to different linguistic variations of Spanish and the implications of such values (including racism, colonialism, classism, sexism, etc.), as of summer 2020 the syllabi of all courses offered by the HISP program will add a statement embracing linguistic diversity.

Student Recruitment, Retention, and Support

During AY 2019-2020, the HISP program renewed its efforts to attract students into the curriculum, support first generation college students, and welcome all students into the W&M community:

- The program strengthened its support of WMSURE. Professor Tandeciarz mentored WMSURE students and participated in a workshop for them in November. Professor Varra started reaching out to WMSURE by sharing with them a call for applications for Spanish-speaking students interested in becoming research assistants in her Sociolinguistics Lab. She has hired three Spanish-speaking students (two undergraduate and one graduate student; 2 international students, 1 heritage Spanish-speaker).
- During Spring, Professors Carrión and Terukina strategized with Shelly Laurenzo and the Office of Academic Advising to promote a Fall 2020 offering, “Spanish for Heritage Speakers” (HISP 205). The objective was to attract both returning and freshmen/transfer Latinx students with intermediate Spanish skills and introduce them to our program and campus culture at large. Unfortunately, due to schedule reconfigurations amidst the pandemic, the course will not be offered in Fall 2020 as originally planned, but rather in AY 2020-2021.
- Finally, the HISP program continued to work with student organizations like UndocuTribe and LASU; several faculty members, including Professors Riofrio, Gaytán Cuesta, and Cantarello also participated in the Networking Event for Hispanic Heritage Month organized by the Center for Student Diversity.

During AY 2020-2021 Professors Carrión and Terukina hope to strategize again with the Office of Academic Advising on advertising HISP205 (“Spanish for Heritage Speakers”) and offer it in Fall 2021. Also, the HISP faculty renew their commitment to work with WMSURE, UndocuTribe and LASU.

Faculty Recruitment, Hiring, and Retention

During AY 2019-2020 the HISP program was able to hire a new TE colleague who focuses on indigenous cultures of Latin America, and on issues of power, culture and politics in a transhistorical fashion. Prof. Carlos Rivera-Santana will join the faculty in Fall 2020, when he will teach courses on global indigenous cultures.

While all hiring efforts across the institution will be paused during AY 2020-2021, as soon as circumstances allow for it, we hope to conduct again a TE search for a specialist in Medieval Iberia who can teach classes on the tensions between the three major monotheistic faiths (Judaism, Islam, Christianity) in the Iberian Peninsula. This would significantly enhance the curricular offerings of the HISP program on issues of diversity.

Other

During AY 2019-2020, Professor Riofrio gave a guest community lecture on the contributions of Hispanic communities for HOLA’s Hispanic Heritage Month Celebration at Newport News Shipbuilders. As the uncertainties of AY 2020-2021 get clarified, the HISP program will continue its efforts toward diversity and inclusion.

Japanese Studies

The Curriculum

We will continue improving our commitment to diversity and inclusion in our course offerings. Cronin will restructure his JAPN 210 (Modern and Contemporary Japanese Literature) for Fall 2020. It now focuses on the evolution of the modern ideas of gender and sexuality, drawing attention to literary representations beyond what are normally considered “canonical works.” This course is cross-listed as GSWS 390 and fulfills their LGBT requirement. Sasaki plans to create a new 300-level course on Contemporary Japanese Culture (which may be offered as a capstone seminar as well) for Spring 2021. Through the examination of various forms of popular culture in Japan since the 1990s, the course will deal with a number of issues related to diversity and inclusion, such as LGBTQ, ethnic minorities (e.g., Korean Japanese), disability, precariousness, and unevenness between city and countryside.

Student Recruitment, Retention, and Support

We held an open house in the fall semester to discuss options for study abroad among other topics. We planned to have an information session on study abroad and available scholarships, but this was prevented by the campus closure due to the COVID-19 pandemic.

We will continue exploring ways of enhancing economic diversity. Already in the first year of our major, we are attracting students who have transferred from community colleges without Japanese programs for the purpose of majoring here, but these students struggle to meet our major language requirement and sometimes keeping up with other students in the classroom. We recognize this as an issue of economic diversity and will focus on addressing this issue and improving outreach. Concretely, we will meet with them regularly, help them build plans for the completion of their study on time, and, if necessary, introduce intensive language programs that suit their needs and financial situations.

Other

As we planned, we invited two outside speakers: Dr. Mire Koikari from the University of Hawaii and Dr. Christine Marran from the University of Minnesota. The former spoke about the issues of gender in post-Fukushima Japan, and the latter, the cultural representations of industrial pollution and the Minamata disease.

Russian Studies

The Curriculum

Goals and priorities met this year (AY 2019-2020)

In spring 2020 Prof. Marina Filipovic taught Rusn 309 “Empire, Nation, and Gender in Yugoslavia and Soviet Union”. This course analyzes literary and cinematic texts dealing with the issues of imperial and national identity, socialist consumerism, gender and sexuality in the two

socialist empires. In order to teach students vocabulary and phrases that go beyond a heteronormative understanding of the world, we incorporated in our Advanced Russian courses texts dealing with themes such as human rights activism, gender equality, LGBTQIA people's rights. Specifically, we integrated into our Advanced Russian courses (Russian 303 and 304) modules based on Jonathan Brantman's new book *You Be You! Explaining Gender, Love & Family* (Diversity & Social Justice for Children) (Volume 1), Russian Edition.

Action items planned for the upcoming AY (2020-2021)

Russian Studies Visiting Assistant Professor, Professor Marina Filipovic will teach a revised version of Russian 250 Russian Myths and Legends. The course will include new feminist theory readings of folklore and popular culture. Professor Filipovic expertise in gender theory, Russian and Serbian cultures will make a major contribution to our program and strengthen our offerings.

Student Recruitment, Retention, and Support

Goals and priorities met this year (AY 2019-2020)

In spring 2020 Russian Studies students ran a campus-wide film series "Female Gaze: Women Filmmakers from Russia, Serbia, and Ukraine." Russian Program faculty advised the students on film selection and promoted the film screenings in their syllabi and via program's web pages, listservs, and social media.

Action items planned for the upcoming AY (2020-2021)

In spring 2021 Russian Studies students plan to run a campus-wide film series "Global Russia." Russian faculty will advise the students on film selection and promote the film screenings in their syllabi and via program's web pages, listservs, and social media.

Faculty Recruitment, Hiring, and Retention

Goals and priorities met this year (AY 2019-2020)

Russian Studies made an important NTE hire Visiting Assistant Professor of Russian, Professor Marina Filipovic. Her research focuses on Soviet literature and film, gender studies, and the avant-garde. She is also an experienced teacher of BCS and Russian languages. Professor Filipovic expertise in gender theory, Russian, Soviet, Yugoslav, and Serbian cultures made a major contribution to our program and strengthened our offerings.

Action items planned for the upcoming AY (2020-2021)

Professor Marina Filipovic will continue teaching at the Russian Studies program the upcoming academic year and will offer a new freshmen seminar in Spring 2021.

Other

Goals and priorities met this year (AY 2019-2020)

The Program collaborated with the Global Film Festival on organizing the 2020 Global Film Festival (January-February 2019). The festival included a screening of Dziga Vertov and Elizaveta Svilova's feminist documentary *Man with a Movie Camera* and a performance by an indie folk group *Devotchka*. Professor Sasha Prokhorov hosted the event at Kimball Theater.

Action items planned for the upcoming AY (2020-2021)

In Fall 2020 we plan to bring to the campus a renowned cultural geographer Professor Edith Clowes who will present a talk “Notorious Neo-Nationalism: A Cultural Studies Reading of Post-Imperial Anxiety, Cyber Warfare and Russia’s Return to Authoritarianism.” The Program will collaborate with the Global Film Festival on organizing the 2020 Global Film Festival (January-February 2021). The festival will include a screening of Aleksei Fedorchenko’s award-winning film *Anna’s War* (2018). Professor Elena Prokhorova will host the event at Kimball Theater.