

DEPARTMENT OF GERMAN AND RUSSIAN
MEMORIAL UNIVERSITY OF NEWFOUNDLAND

ACADEMIC PROGRAM REVIEW:

SELF-STUDY ([GERMAN](#))

DECEMBER 2004

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Preamble:

In the self-study portion of the Academic Program Review, we provide a description of the department, assess our contributions to the areas of teaching, research, service and outreach, and delineate our plans for the future. We view this self-study as an opportunity for us to work collegially and to identify ways of improving upon what we do.

Part of what follows relates to both German and Russian, but each section will provide its own specifics.

1. German at Memorial University

German has been taught at Memorial University since its earliest days in 1927, when the institution was called Memorial College and it was located on Parade Street. At that time J. Lewis Paton, Professor of Classics, taught German. By 1932 German, along with French and Spanish, had become part of a newly formed Department of Modern Languages, with several of its faculty members teaching more than one language. The Calendar for 1934-35, for example, indicates that two faculty members taught German, as well as Classics, English or French. The German course offerings were limited at this time to introductory language courses and Scientific German, preparing students for courses in the natural sciences. Gradually, German poetry and short stories were introduced, initially as part of the language courses, but later as courses in their own right. Dr. H. H. Jackson, who was appointed Assistant Professor of Modern Languages in 1951, then introduced a course on the chief periods of German literature, thereby laying the groundwork for a full degree program. By 1960, the German offerings included intermediate and advanced German, as well as a survey of German literature and separate literature courses in each of the 18th, 19th and 20th centuries. Russian was first taught in 1961, and it is also in this year that the Department of Modern Languages opened its first language laboratory. By 1967-68 the Department of Modern Languages had split into two separate Departments of French and Spanish and German and Russian respectively. The University Calendar for that year lists seven faculty members for the German and Russian Department, all of whom taught German, with one faculty member teaching an introductory Russian course as well. The Faculty Complement in German and Russian remained at seven from 1967 until 1970, and reached its peak in 1981 with nine full-time faculty members.

Dr. Stuart Durrant was appointed in 1987 and has headed the Russian section ever since, which offers a Russian major and minor. A second tenure-track position was added in 2002, since it is very difficult to maintain a full program with just one faculty member.

The FC in German shrank by half in the 1990's, due to retiring faculty members not being replaced. Currently the German section has four regular faculty members—J. Buffinga, R. Ilgner, M. Rollmann, and J. Snook-- one two-year contractual position—R. Lawson-- and one part-time assistant per academic year from Germany, courtesy of the Dean of Arts and the Pedagogical Exchange Service (PAD).

Even with the reduced FC, we have found ways to continue offering all of our programs: minor, major, honours B.A. and M.A. The following analysis of enrolment patterns

will show that program enrolments are greater now with a FC of 4 than they were in the early nineties when the FC was 8. Although tied with Classics as the smallest department in the Faculty of Arts at MUN, we fare differently in comparisons with departments of German across Canada, where MUN's German Department has ranked in the 8 largest out of 37 compared both in size and by market share for the last 5 years. The document will also indicate that in looking to the future, we would like to expand and strengthen both the undergraduate and the M.A. programs. To that end, we will need to convert the current two-year contractual position to tenure track as well as replace our Goethe specialist R. Ilgner when he retires in 2006 with a scholar who can contribute solidly to our graduate program.

2. Strategic Objectives

We recognize that Memorial University exists in the first instance to educate the people of Newfoundland and Labrador. The two disciplines German and Russian are not an exotic adjunct but an integral component of the liberal arts degree offered by Memorial. The study of a foreign language, literature and culture provides a valuable humanistic background and a broadening perspective to a place that is largely monolingual and a people that is remarkably homogeneous. As such it is the exception in a very multicultural Canadian context. Further, we agree with the following rationale endorsed by the Faculty of Arts for instituting a FL requirement:

An increased emphasis on second-language learning will contribute to several acknowledged goals of the B.A. program: it will encourage a more informed appreciation of cultural expression and cultural differences, as well as tolerance and understanding of these differences; it will enhance students' understanding of their own language and linguistic practices, and provide a grounding in the rudiments of language that a considerable number of our students do not possess when they enter university; it will develop in students a more sensitive approach to and appreciation of the use of language, both their own and others', and contribute to the goal of producing articulate graduates; it will foster the development of problem solving skills in students, as well as skills in organization and critical thinking.

The Department of German and Russian sees itself primarily as a transmitter of language, literature and culture. As such, it has a key role to play in the strategic plans of Memorial to internationalize the university, not only by bringing more international students here, but also by educating our students internationally. In the era of globalization, knowledge of the development of thinking, speaking, reading and writing in another language and by different national groups is becoming more important than ever before. Knowledge of either or both German and Russian can be of tremendous practical benefit to our students, regardless of what career they wish to pursue.

The importance of Germany and the German language in the world today is evident in the following points listed by the Goethe Institut in its "Why Study German" material:

Germany is located in the centre of Europe with windows to the East and West. Germany is the most powerful country in Europe, politically, financially and economically.

Germany is the leading export nation in the world, having overtaken the United States this year.

Germany has provided a rich cultural and scientific legacy for the evolution of Western civilization.

One in ten Canadians is of German descent.

Germany and Canada have common interests; comparative analysis can help both nations.

German is an official language at many international conferences.

German is the second most frequently used business language.

Most surveyed companies would choose someone with German literacy over an equally qualified candidate.

German is the second most commonly used language on the Internet after English.

For most scientists, at least a reading knowledge of German is essential.

One out of every ten books published in the world is in the German language.

More than 650 companies from Germany have subsidiaries in Canada.

German is spoken by 100 million people in Europe.

German is the language most commonly used in Europe.

Germans spend the most on tourism worldwide.

3. Student Enrolment/Program Outcomes

3.1 Sources

German Departments in Canada have a comprehensive resource for tracking enrolment trends in the annual CAUTG *Enrolment Report* located at <http://www.cautg.org> and also on MUN's web pages at <http://www.mun.ca/german/German/links.html>. In these annual reports, which provide enrolment statistics beginning with the academic year 1990-91, Memorial's German Department can compare its overall enrolments and specific course enrolments to 42 other Canadian university departments of German. Information on undergraduate program enrolments (minors, majors, honours) has also been collected in the past few years. The figures are still being checked for accuracy before being published in the *Enrolment Report*, but the preliminary figures, as reported by departments, are available to this review.

In addition to the CAUTG *Enrolment Report*, Memorial University's Centre for Institutional Analysis and Planning (CIAP) prepares an annual Academic Unit Profile with information on course registrations, program enrolments, and funding. This document combines the figures for German and Russian. The Dean has compiled a separate document for the Faculty of Arts (see Artsdata 2004-2005) where German and Russian figures are separated. The enrolment figures from MUN sources differ from the CAUTG Reports in that CAUTG is interested in how many students were enrolled in our courses and therefore collects figures earlier in the term, whereas MUN records figures from the end of term. And CAUTG includes a different three semester grouping, capturing a different spring term,

including SFW, whereas MUN groups FWS. We rely on MUN sources below except in the comparison to other universities.

3.2 Undergraduate Enrolment Trends and Factors Affecting Enrolment

In our thorough review of enrolment trends and factors affecting enrolment, we are seeking to learn from the past in order to improve on the future. In this part of the self-study, we have identified a correlation between the total enrolment and the Faculty Complement as well as the number of courses and sections offered in any one year. It will be clear from the following that administrative decisions at all levels regarding faculty renewal, sabbatical replacement, and even which courses and how many sections to offer have unavoidable repercussions that are magnified in a unit such as ours that is already coping with a minimal FC.

Our enrolments were highest in the first three years of the decade, when we had a FC of 8 and our enrolments ranged between 800 and 1000. We offered a large number of sections of first-year courses, including an evening section and two spring term sections, as well as numerous courses beyond the first-year level.

In 1993-94 our FC fell to 6 and the enrolment figures fell accordingly by more than 100 registrations. We supplemented our FC by hiring an exchange teacher from Germany through a program administered by CAUTG and the German Pedagogical Exchange Office (PAD) to teach two sections of first-year German in the fall and winter semesters respectively. This practice is ongoing.

Our enrolments fell again in 1994-95 when our FC fell to 5.

Enrolments plummeted by nearly 200 in 1995-96 with the FC already reduced and with two faculty members on sabbatical.

In Fall 1998 the Dean announced he was cutting our spring-term courses G1000 and G1001 but might allow us to run courses with an overseas component.

Enrolments began to rebound, with the figures improving by nearly 100 in 1998-99 after the introduction of the language requirement for the B.A. We had to accommodate the new language requirement with current resources and so we decided to increase our maximum class size for the first-year courses from 30 to 40.

In 1999 we offered the first field-school in the spring term, which consisted of three intermediate courses rather than first-year courses.

Enrolments reached their highest point in 2000-2001, following our restructuring of the requirements for the major to make it possible for students to graduate in a timely fashion, along with the addition of the three intermediate courses that students could now access in the spring term.

Also in 2000-2001 the Department of German and Russian was allowed to advertise for a tenure-track position. In spite of the fact that three German positions had not been renewed, this new position was to be for Russian, but with ability to teach courses in German as well.

The position was not filled until 2002, when we hired F. White on a tenure track. Although he does not teach German language courses, he has developed an interdisciplinary course G/R/H3005 recognized as a Russian, German and history course.

In 2002-03 the FC remained at 6 for the combined German/Russian department with the retirement of U. Sampath from the German section and the appointment of F. White. The German FC at this point became 4 and the Russian 2. We had relinquished a position to Russian, not because their growth exceeded ours, but because we recognized that it is very difficult for a unit to offer a viable program with just one faculty member. We had always expected to be able to renew U. Sampath's position as well when the time came, but since it had taken a year longer than expected to fill the Russian position, the German renewal seems to have fallen victim more than any other reason to unfortunate timing.

Following the retirement of U. Sampath, we were able in 2002-03 to maintain the number of courses offered by hiring two PADs rather than one and by cross-listing a Russian course offered by the new appointment in Russian F. White. His G/R/H3005 is able, however, to compensate for only one of the two German culture courses lost with U. Sampath's retirement.

The enrolments remained high until 2003-04, when they fell considerably because of a reduction in the courses offered. We were not allowed to hire two PADs, and the cross-listed 3005 was not offered because of a reduction in the teaching load of F. White. Only 8 first-year courses were offered in Fall 2003 instead of the usual 10, and only five were offered in Winter 2004 instead of the usual six. This amounted to a loss of four courses. The lost sections have not been reinstated yet this year. The reason we were asked to reduce the number of sections was that not all were reaching the maximum, which was set at 40. We have therefore decided to reduce the maximum back to 30, which is still higher than the ideal number for language courses.

In 2004-05 our teaching component with the two-year contractual appointment R. Lawson stands at five. The full impact of this addition will not be seen this year, since he arrived too late for us to advertise his courses. Of importance is the return of the two culture courses, which are essential to what we want our students to learn, which serve the university as research/writing courses, and which are open to the university community because there is no language prerequisite. His enrolment of 13 in Fall 04 in the first of the courses, which most students did not know about, and which no student knew was a recognized research/writing course, has already swollen during this early registration period to the university-imposed capacity for research/writing courses at 35 for the winter course. His Holocaust course achieved an enrolment of only 4 because it was not made known in time to students. We will not know the capacity of this course to draw students until Fall 05. The low enrolments in these courses should not impact negatively upon an extension of the contractual appointment.

Also a factor for the first time in 2004-05 will be our reduced teaching load from 6 courses per year to five. It will be a challenge to continue offering as many course options, but the reduced teaching load should help the faculty accomplish its research goals, which have inevitably suffered due to the heavy workload.

3.3 Undergraduate Program Enrolments (minors, majors, honours)

The preliminary results of a study of undergraduate program enrolments in Canada by the

CAUTG Enrolment Surveyor places Memorial's program enrolments as fourth largest in the country in 2002-03 with 27 majors, 22 minors and 2 honours students, for a total of 51 undergraduate program enrolments, trailing only U of T (131), McGill (89), and Concordia (58). Fifth largest is Victoria (47), followed by Queen's (37), UBC (36), Dalhousie (29), Waterloo (26), and Montreal (24). All the rest reported fewer than 20.

These program enrolments compare favourably also to other departments at MUN with a similar FC. While the German Department has a FC of 4 in 2004-05 with 42 majors and minors and 10 degrees granted, Classics has a FC of 4 with 39 majors and minors and 2 degrees granted. If we consider our complete department (German and Russian) with a FC of 6, a combined total of 72 majors and minors, and 18 degrees granted, we compare favourably with the larger department Philosophy, which has a FC of 8, 73 majors and minors, and 12 degrees awarded. (See *Artsdata 2004-2005*.)

3.4 Retention

Our retention rates are comparable to or exceed those of programs of similar size in Canada and at MUN, as evidenced by our program enrolments and degrees granted. Most of the first-year students are enrolled to fulfill the B.A. language requirement. There is some loss between the beginning of the semester and the end as well as between first and second semester. We offer free tutoring in our German Help Centre and in some courses a mentoring system. We have created on-line tutorials with sound files so students may practise any time, any where there is an Internet connection. We are always looking for further ways to improve student learning and increase retention at this level.

A survey of the current second-year core course G2010 in Fall 2004 found that out of 28 students polled, 15 were declared German minors and five were doing a major, including one doing a joint degree with business. The maximum for the course was set at 30, but we allowed 34 to enrol. This compares to 27 in the course a year ago. It is impossible to retain all of them for the follow-up course G2011, since some of the students are from music, engineering or business and are not allowed an elective in the winter term. Likewise students seeking to enrol in G2010 in the winter term will be disappointed, because it is offered only in the fall. We have recently had the situation of offering only one language choice to students in the second year, G2010 in the fall semester and G2011 in the winter semester, since the conversation course has been moved to the spring term. If a student had to take another course in that time slot, we lost them perhaps forever. We have tried to remedy that situation this year by offering the reading courses G2030/G2031 along with the core courses G2010/2011. Our second-year enrolments have also been reduced in the past two years because of the absence of the culture courses G2900/2901.

The third-year language course G3010 has a healthy enrolment this year of 17. The film courses G3000/3001, the cross-listed G/R/H3005, and the third-year survey of literature courses G3900/3901 round out the offerings at third year.

The figures for the fourth year represent enrolment in German literature courses, occasionally Advanced Stylistics G4010/4011, and until recently G4802 Women in German Culture.

3.5 Graduate Program

Only 11 universities in Canada offer a graduate program in German. Memorial is one of them. The mean M.A. enrolment in these eleven programs in 2003-04 was 6, with Memorial's enrolment set at 5, as seen in the CAUTG *Enrolment Report* for 2004, Table 12. Other programs similar in size to Memorial, as seen on Table 3, are Alberta and Queen's, both with an M.A. enrolment of six, and Victoria, with an M.A. enrolment of 1 (the latter figure increasing to 3 in the current year; see *Directory 2004/2005* for updates). Alberta and Queen's, however, also mount a Ph.D. program, with an additional enrolment of 7 and 6 respectively. Of the eleven graduate programs, only four offer no Ph.D. The enrolments in the M.A. program at those four are 6 (Dalhousie), 5 (Memorial), 2 (Calgary), and 1 (Victoria). An M.A. enrolment of 5 for Memorial is therefore very respectable in comparison with other departments in Canada.

Our graduate program has grown recently from the usual none or one in the nineties, with only two M.A.s awarded in that decade, to a high of five in 2003-2004, and already two awarded in this young decade. An accounting of the last four years in the CAUTG *Enrolment Report* for 2004 (see Table 12) shows an increase from 3 M.A. students in 2000 to 5 in 2004. With two of those M.A.s now awarded, we currently have three M.A. students. One of the M.A. recipients is now enrolled in a Ph. D. program at Queen's. A further three of our recent graduates were accepted into M.A. programs this fall in other top-notch university programs: one of our honours B.A.s was accepted at Waterloo; one of our honours B.A.s from the preceding year was accepted at Queen's upon returning from a year teaching in Germany through the PAD program; and another of our top regular B.A.s was accepted at Queen's, without the honours, also upon returning from a year teaching in Germany through the PAD program. The latter student had also participated in the work program and the Heidelberg field school during her undergraduate years and had attained a remarkable level of fluency. We currently have an excellent M.A. student who may complete his thesis at Christmas, who is thoroughly fluent in German and is planning to pursue a Ph.D. and an academic career in German. Another of our M.A. students is currently teaching in Germany and plans to complete the M.A. upon return next fall. The third candidate has had to take on a full-time job due to financial constraints and is working on the M.A. part-time. She is a veteran of an ESL teaching career in Germany, which she embarked upon after completing a major in German at MUN.

We have no shortage of interested, capable students. The acceptance of our graduates by other top institutions, even without the honours, attests to the quality of our programs. These students take full advantage not only of our courses but also of study and work abroad programs. Some of our graduating students have participated in as many as four abroad programs, including the *Werkstudentenprogramm* (Student Work Program), the DAAD summer courses, the Heidelberg Field School, and the PAD program. As a result of this rigorous training these students can compete with students anywhere in North America.

We need only a stable FC in order to offer more graduate level courses to attract students to our M.A. program. U. Sampath, who retired in 2001-02, who taught graduate courses (as well as our culture courses and women's studies course) and who oversaw honours essays and M.A. theses, was not replaced for two years. This void has jeopardized

our graduate program and caused a dip in our enrolments.

Now we are looking to the future. The current two-year contractual appointment is a step in the right direction. We will need to retain that appointment at the end of two years and also replace the next retiree R. Ilgner in the same year to be able to offer the courses needed to make our graduate program more attractive and competitive. With this stable FC we would not only keep more of our students here but also be able to advertise our M.A. program nationally and internationally. We have an excellent library collection of nearly 10,000 volumes and many journals that certainly meets the needs of a graduate program. (See Appendix.)

3.6 Feedback from Graduates

To our knowledge, we have a 100% success rate of our graduates applying to M.A. programs, with or without the honours degree. We also have enthusiastic feedback from our graduates, who are finding careers in the areas of teaching, international business, and foreign service. The opportunities for our graduates for teaching English abroad are numerous. One found permanent work teaching in German schools following her PAD year. Another is teaching business English at the University of Munich. Several are teaching English in Asia. One graduate added an MBA to her German degree and is currently the Export Development Representative for the Newfoundland and Labrador Association of Technology Industries in Hamburg. A graduate with an M.A. in German from Memorial is now Trade Commissioner for the Canadian Government in Dublin. Another graduate has just been hired by CSIS. Two others have found work in the IT industry in Germany. A number of our graduates are to be found in prominent positions at Memorial University: Keith Matthews, for example, of the CIAP, Susan Vaughan of the Centre for International Business Studies, Dr. Karin Thomeier, Director of the Language Laboratories, and Andrea Quinlan, CEO, Newfoundland Cancer Treatment & Research Foundation and member of MUN's Board of Regents. Ms. Quinlan recently also participated in the Heidelberg Field School. Opportunities for our graduates locally are more limited than in other provinces, since Newfoundland is the only province where German is not a teachable subject in the schools. Rather students are applying the skills acquired with us to careers in ESL both here and in the far corners of the world. We plan to pursue changes in the regulations, however, to get German accepted on the list of teachable subjects, since it has returned with our assistance as a local course in four Newfoundland high schools.

3.7 Non-traditional Students

We regularly have students of varying backgrounds in our courses, such as parents with small children, parents with grown children who have returned to complete degrees, mature students who have returned to school to train for new jobs, and current professors as well as retired professors who are taking the courses out of interest. Registered in the G2010 course last year was a Ph.D. in Biology who is continuing in third and fourth-year German courses this year, a B.A. in English and mother of one of our students, and a MUN librarian. One of them also participated in the Heidelberg Field School. This year a professor of biochemistry is enrolled

in the course and a retired professor of business has requested to take the course in January. Both plan to enrol in the Heidelberg Field School.

4. Curriculum and Teaching

4.1 Goals

Our curriculum is designed to prepare our students in the areas of language, literature and culture and was recently revised to respond to student needs, as outlined in 4.2 below. The objectives of the particular parts of our program are as follows:

first year: upon completing the two-semester requirement for the Faculty of Arts, students will be able to understand basic spoken and written German, be able to express themselves in simple spoken and written form, and be acquainted with the culture of modern Germany.

major: students who have completed the 12-course requirement for the major will be able to understand more complex spoken and written German, express themselves with a reasonable degree of fluency in both spoken and written form, and be familiar with the cultural history of Germany as well as modern Germany, including an introduction to literature.

honours: students who have completed the 20-course requirement for the honours will be reasonably fluent in understanding and using both oral and written German and will have a deeper knowledge of German cultural history, including the literature of the 18th, 19th, and 20th centuries and Middle High German.

M.A.: students who have completed the five courses required for the M.A. will be reasonably fluent in German, will have a good overview of German cultural history including literature, and will have an in-depth knowledge of the area in which the thesis is written.

4.2 Restructured Program

Prior to 2000, we required a progression of courses that would take most students five years to complete. With 3011 as prerequisite for the required 3rd and 4th year literature courses, students had to postpone all of those until their fourth year. Students electing German beyond their first year could not possibly meet the requirements for the major. Also, if we alternated the required 3900 and 4th-year literature because of staffing shortages, no one could meet the requirement in a four-year sequence. The solution was to make 2011 the prerequisite for all 3rd and 4th year courses.

Now all majors and minors must complete two years of language study. Majors must complete 12 courses and minors eight. Beyond the four language courses, students may concentrate their courses according to their area of interest. Most students complete the major with another year of language plus a combination of literature courses taught in German rounded out with a few literature/culture courses taught in English, such as the two culture courses and/or the two film courses. The advantage to offering a few courses in English is that

they are not sequential. Students may take them at any time in their program. We are careful not to offer too many, however, which would dilute the language goals of the program. Honours students must follow a more rigorous sequence of courses in order to complete the required 20. They usually complete most of the upper language and literature courses, which we offer on a rotating basis. These include two survey courses and courses on 18th, 19th and 20th century literature and Middle High German. These courses are taught mainly in German and prepare our students well for graduate work.

4.3 Study and Work Abroad

Since 1999 most of our majors during the course of their studies have participated in work and study abroad programs. In 1999 we launched a summer program consisting of three web courses offered from May through July followed by an intensive language course in Heidelberg. This arrangement makes it possible for the largest number of students to afford the trip, because they qualify for student loans, they do not have to live in St. John's during May-July--making the program attractive to students from other areas of the province--and they can work full-time during the summer because the courses are delivered by web. Each year 15-22 students have participated in the program, including students from rural areas and even other provinces. Since these are intermediate rather than first-year courses, they give students a needed boost forward toward the major or minor. They also enable business students to complete the joint degree.

In addition, the number of students being accepted on the *Werkstudentenprogramm* has been as high as 13 in one summer, the largest number ever accepted from one Canadian institution. Each summer one student has won a *DAAD* scholarship for a summer course. One student recently participated in the Canadian Year in Freiburg. Students returning from these experiences in Germany have rejuvenated our program, leading to the increase in program enrolments and a higher level of achievement.

4.4 Interdisciplinary and Service Courses

Our calendar entries have recently been updated. We know of no overlap in our programs but welcome interdisciplinary cooperation, such as that provided by the G/R/H3005 course. We allow our students upon request to take courses in other departments that have largely German content, such as German history, philosophy, or religious studies courses.

We also have an interdisciplinary minor, which allows students to do six German courses and two in a cognate area. This minor requires our culture courses G2900 & 2901, which were not available to us for a couple of years because U. Sampath was not replaced, rendering this program idle for the time. These culture courses are interdisciplinary and serve the university community as research/writing courses.

Our interdisciplinary women's studies course G4802-Women in German Culture-- is also on hold, due to the retirement of the same professor.

Our film courses G3000/3001 serve not only our students but also the university community and have good enrolments.

The reading courses G2030/2031 prepare graduate and undergraduate students from

other areas in the required reading knowledge of a second language. These courses have just this year been opened up to our undergraduate German students as well, since the reading practice helps consolidate their understanding of German grammar.

J. Snook and R. Ilgner have lectured for Medieval Studies. R. Ilgner has also lectured for the M.. Phil program and for Music.

Music students, in particular voice majors, are required to take courses in German. In 2004 three voice majors participated in the Heidelberg field school.

Our language courses are now recognized by Engineering as acceptable complementary studies courses.

More and more business students are including German in their programs, either as a minor or as a major through the joint degree program with the Faculty of Arts.

A recent initiative is the work term exchange with Germany by the School of Pharmacy. One of our students and graduate of the Heidelberg Field School has already been chosen for the first exchange. The School of Pharmacy is advising interested students to complete two years of German and preferably also a study or work abroad program before applying.

Our largest service courses are, of course, the first two language courses G1000 and G1001, which satisfy the Faculty of Arts foreign language requirement of two courses in the same language. Our first-year language enrolments (468) are the fourth highest out of 26 universities surveyed across Canada (see Table 5a, *CAUTG Enrolment Report 2003-2004*), behind only U of T (956), Montreal (824), and UBC (600).

4.5 Student Input

The comments of three students are included in the Appendix. One of the students is completing a joint degree in German and Business and explains what is involved with that program. The other student outlines her progress through our programs, beginning with the mini-enrichment course at the junior high school level, through the high school program, and now at the university level. She has also completed the Heidelberg Field School and is president of the student German Society. The third submission is from a graduate student.

5. Faculty Contributions

5.1 Teaching

All members of the German/Russian Department are dedicated to excellence in teaching and are devoted to the progress of their students. The comparisons cited above regarding enrolments indicate a high level of satisfaction. We held on to the sixth course out of concern for our students and their programs, when all other departments in the Faculty of Arts with the exception of Classics had reduced their course loads to five courses annually. We have also held on to the fourth hour of the first-year courses, long after other language courses have reduced the class meetings to three weekly, again out of concern for our students' progress. We recognize, however, that these demands on our time have reduced the amount of time we can devote to research, and that excellence in teaching and research go hand in hand.

5.2 Research

Most members of the Department of German and Russian have published in professional journals and presented their research at national and international scholarly conferences. Several have also published books. Details of this research is available in the *Curriculum Vitae* appended to this report.

This faculty is particularly adept at integrating teaching and research. The development of new courses and programs, as well as studies on teaching methodology and classroom practices, have been presented at national and international conferences and published in scholarly journals. As well, faculty members who publish on certain authors integrate their research into their literature courses.

The particular areas of expertise of our four tenured German faculty and one two-year contractual appointment are as follows:

Associate Professors:

J. Buffinga: early 20th century, film studies;

R. Ilgner: Renaissance, Baroque, Age of Goethe, comparative literature, interdisciplinary studies;

J. Snook: medieval, 19th and 20th century literature, translation, illustration

Assistant Professors:

R. Lawson: postwar Austrian and German Jewish literature, holocaust literature, literature and culture of the Weimar Republic;

M. Rollmann: language teaching, evolution of teaching methodologies and materials, German Moravians in Labrador

5.3 Service and Outreach

The German faculty is well represented in the professional community at the national level, with J. Snook Editor of the CAUTG *Bulletin* and *Directory*, J. Buffinga Treasurer of the profession's journal *Seminar*, and M. Rollmann producer of the annual *Enrolment Report*. All German departments in Canada rely on the *Bulletin* and *Directory* for information on departments, *Seminar* is an internationally recognized scholarly journal, and departments across Canada rely on the *Enrolment Report* in their Program Reviews and in applications for faculty renewal.

Members of our department have held office and regularly participate in the activities of the regional ACTG (Atlantic Council of Teachers of German).

Several members of the faculty are also heavily engaged in committee work at MUN, including service on Faculty, Senate and MUNFA (the Faculty Association) committees.

We are involved with the high schools in the development of German programs, in offering Challenge for Credit exams, and in advising. We also offer Mini-Enrichment courses for junior high students to introduce them to our programs at MUN.

The student German Society hosts extra-curricular events such as Oktoberfest and Nikolaus Abend, to which not only MUN students, but also high school students and members of the local German community are invited.

Viewing of German films is open to the local German as well as the university community.

We are regularly called upon to translate documents.

5.4 Grants

In 2001-2002 a grant in the amount of \$6,521 (J. Buffinga / C. Dueck of UNB), was received from the Embassy of the Federal Republic of Germany to aid in the establishment of German film studies in the universities of the Atlantic provinces.

The Department has also regularly been the recipient of HRDC grants (M. Rollmann) to aid in faculty research and in the support of student assistants. These grants, which were inadvertently not reported as external research grants and are currently being added to MUN's grants inventory database, are as follows: 1998: \$1,105; 1999: \$1,105; 2000: \$1,105; 2001: \$715; 2002: \$932.75 and \$1,400; and 2004: \$1,757.60.

We have also won numerous MUCEP grants, which we use to support students, in particular to help them afford the field school, and to further our teaching and research agendas. These MUCEP students as well as the students hired with HRDC funds have assisted the Department in our German Help Centre as tutors, organized the departmental library (J. Snook), assisted with web page maintenance (M. Rollmann), and examined textbooks and other instructional material for an ongoing research project (M. Rollmann).

These grants not only further the research programs of faculty but also provide valuable experience to the students in the areas of teaching, research and IT. A former HRDC and MUCEP grant holder, who assisted in the original design of our web pages, our on-line tutorials, and our web courses, has built on his experience in the German Department to become Senior Programmer for ccwebworks here at MUN. The most recent recipient of an HRDC grant (summer 2004) in our department is an engineering student who worked for us during his engineering work term. He had been an outstanding student in our G1000/1001 courses and is now pursuing a career in Naval Architecture. Building on his IT experience with us, he has been successful in his application for his next work term in January in Ottawa, where he will be working for Transport Canada.

6. Administrative Support/Efficiency

The Department of German and Russian has been fortunate in our administrative professionals. For eleven years, we had Elfi Boehm, a native speaker of German. Since her retirement in the summer of 2002, we have had Louise Webb, who has completed all the requirements for a major in Russian. Both are active in the university community. Elfi Boehm continues in the University Women's Club, and Louise Webb is the past chair of the Sexual

Harassment Board, having served as Chair from 2000-2004.

Besides Louise Webb, we have access to a general secretarial pool of four secretaries in the main mail room of the Science Building. We also have excellent staff in the Duplicating Satellite in our building, where we go for larger photocopying jobs. Printing Services, located in a separate building on Elizabeth Avenue, does a fine job on all publications coming out of Memorial University. We also have access to Memorial's Copyright Officer, graphic artists, and photographic services. We have an Arts Computing Centre conveniently located where we can go for help with computing matters. The Classroom Support office supplies us with multi-media carts and VCRs in our classroom upon request. This service as well as access to the Internet in our classrooms has greatly improved in recent years.

In the Queen Elizabeth II Library we have an excellent German collection by any standards. A statement on current book holdings, journals and periodicals for our discipline is attached. In addition, we have our own departmental library and seminar room located near our offices.

The language lab shared by all language departments has two facilities: an audio cassette lab and a multi-media lab. The director of the lab is Karin Thomeier, a former student of ours who holds a Ph.D. in German from Queen's. The lab has just been successful in its application for a grant of \$160,000 for a major upgrade.

7. Conclusions and Future Initiatives

The following are reflections from the self-study and plans for the future.

Our performance in the areas of teaching, overall enrolments, program enrolments and graduate studies compares favourably with other departments nationally and locally. Although one of the smallest units in the Faculty of Arts at Memorial, we rank among the largest German departments by Canadian standards.

We believe our discipline can play an important role in preparing the citizens of this province for life in the modern world. To increase enrolment, we have promoted our discipline in the schools through mini-enrichment courses, challenge-for-credit exams, and visits to local high schools. The quality of our program and personal interest given to students by our faculty are perhaps the best advertisements for our discipline at MUN.

We are looking for additional ways to promote our program throughout the province. We already offer three web courses at the intermediate level that have enabled students from all parts of the province, including Labrador, to participate. We would consider offering more distance ed courses if we had the available faculty.

We are preparing our students internationally through language and culture courses and experiences abroad. Graduates of our program are now making contributions in many parts of the world.

We already have many business students enrolled in our program. We are looking into the

possibilities suggested by S. Vaughan (see attached) for further collaboration with the Centre for International Business Studies.

In a department whose FC has already been pared down and curriculum streamlined, every administrative decision made regarding faculty renewal, sabbatical replacement, and course offerings has magnified repercussions on enrolments and programs. Through determination and good planning, we have managed to double our program enrolments in spite of having our FC cut by half. We have to remain vigilant that key courses and an adequate number of sections are offered as needed to support our goals.

The two-year contractual appointment is a step in the right direction and needs to be made tenure-track. Through this appointment we see the return of our culture courses plus areas of expertise in German literature that will prove valuable in our undergraduate and graduate programs.

With a stable FC of 5—converting our current two-year contractual appointment to tenure-track and getting a replacement for R. Ilgner when he retires next year—we would have the resources to expand our graduate program. Already the largest German Department in Atlantic Canada measured by program enrolments, we now need to ensure that R. Ilgner's expertise will be replaced by a solid researcher who can ensure stability to the graduate program.

We look forward to discussing this self-study and our plans for the future in more detail with the Review Panel.

The junior faculty member has served on several standing arts committees, as well as on ad hoc committees, since arriving at Memorial. The faculty members maintain strong links with local schools and volunteer their time as advisors and guest-speakers. The department offers an annual enrichment course for junior high school students.

E. Administrative Support:

Details concerning the modalities of administrative support are listed at length in the review already prepared by the German section; while we concur in the main with their conclusions, we feel it necessary in all fairness to draw special attention to both the quality and quantity of support regularly offered in the departmental office by Ms. L. Webb, who in her few years with us, through her superior organization, good judgement and personal skills, has already become a valid member of the unit and, in a word, indispensable.

F. Cost Effectiveness:

It is difficult to estimate the value of the positive effect which the Russian programme has exercised: in practical terms, students have found employment and pursued lucrative careers as a result of their specialisation in Russian. The Russian programme contributes to other programmes in the faculty of arts and social sciences and a sizeable percentage of our graduates successfully completes graduate degrees. The section has donated years of service in the form of teaching courses *pro bono*. Our practice of alternating courses on a triennial cycle generates additional work for faculty members, and also maintains variety and attracts higher student enrolment. Generally our courses boast healthy registrations, and despite our limited size, our numbers exceed enrolment figures in Russian programmes at other much larger metropolitan universities in Canada. As noted above, our retention rates are solid. Student-faculty ratios are higher than the norm in most arts departments and certainly for Russian departments elsewhere in Canada. Students from other universities regularly apply for our Summer Russian Programme and register for our courses there. Cost-effectiveness cannot be gauged by applying a fixed formula; as we are the smallest comprehensive programme at the university with a very modest operating budget, but can claim relatively high enrolments when contrasted with other similar programmes, it is surely not an exaggeration to claim that Memorial's Russian section has consistently proven itself to be a most cost-effective unit.

Academic Program Review
Self-study
German Section of the
Department of German and Russian

Description of undergraduate curricula and programs for majors and non-majors.

Statistical data on course enrollments, class size, and number of majors and number of minors

- a. CAUTG enrollment survey May 2004 (Tables 3, 5a, 12)
- b. Arts data 2004 - 2005 (excerpts from German, Russian, Honours, Classics, Philosophy)

- III. Breakdown of the FTE faculty, professionals and salaried staff by rank, function, workload, age and gender.
- IV. Information concerning the use of non-faculty instructors in the unit.
- V. Statement of University Principles and Goals.
- VI. Statement from the Librarian on current book holdings, journals and periodicals for German
- VII. Proposed Changes to the Unit's Resources
- VIII. Budget of the Department of German and Russian
- IX. Letter from Susan Vaughan, Centre for International Business Studies
- X. Three Assessments by students and alumni:
 - 1) Sabrina Khan
 - 2) Kim Hawco
 - 3) John Webber

DEPARTMENT OF GERMAN AND RUSSIAN
MEMORIAL UNIVERSITY OF NEWFOUNDLAND

ACADEMIC PROGRAM REVIEW:

SELF-STUDY (RUSSIAN)

DECEMBER 2004

Academic Programme Review - Russian Programme

The two faculty members who constitute the Russian section of the Department of German and Russian understand that this self-study will outline the evolution of the Russian programmes at Memorial in relation to the development of our curriculum, student enrolment and our contributions to scholarship, the University and the province. We think that our aims and activities support the mission of the University, enunciated in its "A Strategic Framework", to achieve excellence in teaching, and scholarship.

A. Strategic Objectives

The recent radical reforms in the Soviet Union and Russia have transformed the political philosophy of much of the world and have realigned many basic political alliances and economic bridges for the coming 21st century.

Indeed, students now have an unprecedented opportunity to witness the birth of a new era, which historians, political scientists and economists are dubbing the "post-modern age", "global village", "post-cold war era", "post-communist" and "post-Soviet world". The contemporary relationship with Russia presents new interpretations, vistas and opportunities.

In this connection, it is essential to bear in mind that Russia and Canada are northern neighbours, who share responsibilities and problems because of like geographical and climatic factors. Cooperative agreements on a multitude of projects have been initiated to examine issues of mutual concern: resource management and development, ecology, business, and also northern, cultural and aboriginal questions, to list but a few of the areas in which the two largest countries in the world now work together on national, provincial and local levels.

The general realignment of interest and the spirit of cooperation which exists between Canada and Russia is reflected in our own province. Russian deep-sea fishing vessels from Murmansk and Archangel are now contracted to Newfoundland companies and pay regular visits to St. John's. The government of Newfoundland and Labrador has participated actively in the Canadian-Russian Project on Federalism inaugurated in 1992 at the G8 Conference and the Canada-Russia Judicial Partnership Programme. Our city was paired with Kaliningrad as the Canadian site of the Canada World Youth exchange for young Canadians and their Russian counterparts. The exploitation of large coastal oil reserves has stimulated partnerships between Newfoundland and Sakhalin, cooperative research and exchange of personnel and information regarding our similar ecological and marine problems in applying Gas and Oil Technology to the development of littoral regions.

Against this background, it is difficult to question the utility of a knowledge of Russian in Canada. Given the growing scenario for international cooperation, one would quite logically expect that Canadian students would enrol in Russian courses, understanding the potential for employment, travel, etc., which it can generate.

Yet, when one looks at the state of Russian studies in Canada, no overall picture emerges. Students hesitate to opt to study Russian - not because of the difficulties of mastering the Cyrillic alphabet or complex grammatical structure, but for another reason: faced with a wide spectrum of other courses from which to choose, students here perceive Russian as being an abstract, almost esoteric subject.

In our provincial context, there are relatively few historical connections with Russia. Most are nugatory or anecdotal: Lev Trotsky, the Menshevik, resided in St. John's for some days en route to his homeland to fight for the revolution. Literary references are sparse: in his masterpiece *Petersburg* the eminent symbolist writer Andrei Bely makes two allusions to Newfoundland. Vladimir Nabokov refers to Labrador's location on the same latitude as St. Petersburg in his novel *Invitation to a Beheading*. During World War II the famous Convoy PQ 17, conveying military supplies to the Soviet allies, originated in St. John's and seamen from Newfoundland were decorated subsequently by the Soviet government for their service. Soviet air and sea fleets used Gander and St. John's respectively as commercial bases for decades during the 'cold-war'.

Towards the end of the Soviet period, Russian studies were a dormant adjunct to the German programme, taught by a Germanist also interested in Russian, who had some thirty students registered for his courses. Now, almost two decades later, there are complete major and minor programmes in the Russian language and its literature, as well as interdisciplinary Russian Studies. These courses are organised by the two Slavists who are responsible for these enrolments, with over thirty majors.

In spite of the economic affinities between Russia and this part of Canada, however, cultural contact has always been limited: it seems, therefore, inexplicable that at Memorial, in stark contrast with the general tendencies at other Canadian and American universities, interest in Russian courses (including language, literature, culture and sociology) has increased steadily since 1987. If rates of registration are any reflection of popularity, courses in Russian language and literature have, in fact, surpassed programmes which traditionally have boasted greater student numbers.

This phenomenal surge of interest in Russian is all the more unexpected in view of the demographic and ethnic profile of the island of Newfoundland. Unlike other universities in Canada, very few of Memorial's students, if any, are of Slavic descent. In contrast with the ethnic mosaic of the rest of this country, there are relatively few immigrants and fewer still from Eastern Europe. Hence, Russian is considered a rare and exotic discipline.

Challenges, however, are what an academic discipline thrives on - and Memorial University has been cited and examined as a worthwhile case study for interest in Russian, since the situation at this university presented various challenges both traditional and non-traditional, in the achievement of a healthy enrolment with respectable standards.

There are no recipes which guarantee large numbers of students for Russian; rather, our approach reflects a healthy pragmatism, focused not on a target of ever bigger numbers (which would simply diminish the identity of the discipline), but rather on the creation of an interesting and sensible area of study relevant to the issues of the contemporary world.

During the years of *glasnost* and *perestroika* in response to the global initiative "Launch Forth" announced by the university to make Memorial's programmes more relevant both nationally and internationally, the Russian section reacted vigorously, and in various ways: by establishing links with universities in Russia and by developing the Russian Summer Programme for our students to study in St. Petersburg. Happily, our university's initiative corresponded to a critical moment in the history of Russian culture: Russia's break with the old Soviet norms and the necessity to invent new attitudes and approaches to the rest of the world.

Most of the ideas which were implemented to reform our Russian curriculum aimed to make our programme more versatile. The goal was not simply higher enrolments, but rather greater cooperation with adjacent disciplines. In the context of our university and province the "challenge" required specific responses ranging from canon reform and realignments of the curriculum, to new developments, greater interdisciplinary initiatives, and elasticity in major and minor programmes.

As a result, the Russian curriculum was redesigned after 1991, to contribute more to other programmes at our university and ultimately to the young people seeking careers in our province and elsewhere. The new directions attracted students who were not content simply to study foreign languages; greater emphasis was placed on the relevance of Russian to other disciplines (history, political science, economics, sociology, religious studies, women's studies, business administration, international business and philosophy, for example). In addition to the traditional combinations of Russian and another language, the Russian courses reflected the necessity of a cross-pollination of ideas, to illuminate new relations and fresh interpretations. In response to changing times, Russian courses have been redesigned to keep abreast of social and political developments.

Given the new opportunities for cooperation in Russia, MUN's Russian Programme initiated and developed certain unique collaborative projects. With the assistance of the former Ambassador of the USSR to Canada, as well as the Ambassadors of the Russian Federation Memorial University's Russian Summer Programme in St. Petersburg was established, and has been operating since 1993. Through our agreements with the Academic Training Centre, Ministry of Education of the Russian Federation, theory has become practice: each summer up to twenty of our students, some of whom have never left their island previously, are able to live with Russian families and study Russian culture, literature and language in an environment which they could not have visited just over a decade ago. Their subsequent careers are a testimony to the success of this programme, which has been acknowledged by the Canadian Department of Foreign Affairs and International Trade. (see appended documents)

In conjunction with the Russian programme and the Department of Education for the Avalon Peninsula, courses in Russian language were introduced into the high school system in Newfoundland in September, 2001. To date, one secondary school in St. John's (The Prince of Wales Collegiate) offers courses in Russian language. This is an unprecedented step for eastern Canada, but the importance of studying about Russia and learning Russian prior to commencing university is being recognized. For this reason, other schools have expressed interest in establishing such classes.

As specialists and teachers of the language of the largest country in the world, where unprecedented changes have transformed a dangerous adversary into a cooperative neighbour, we must be aware of the necessity of involvement and conscious of the changes which affect us all. Our unique initiatives and energetic approach to encourage the study of Russian might well be paraphrased by the metaphor initially applied to St. Petersburg: *'to be a window on Russia'*. In 2003, these initiatives were officially commended in the Report of the Russian Ministry of Foreign Affairs, with the aim of publicizing the success of Memorial's programme. A lengthy report on Memorial's activities was presented (by invitation) at the conference in St. Petersburg in June, 2003, of the International Association of Teachers of Russian and subsequently published in its Journal. (See appended documents.)

B. Student Enrolment:

While following the changes occurring in our discipline, and bearing in mind the necessity of addressing questions of perception and relevance, outlined above, the Russian programme has paid particular attention to questions of curriculum and student enrolment.

The statistics and figures, which are available from the Centre for Institutional Analysis and Planning, reflect the success of our efforts to increase student enrolments. We believe that these results, illustrated by the appended graphs are the result of solid undergraduate programmes, and our efforts to provide our students with dedicated teaching.

Despite the problems we face as the smallest programme at the university, (and the corresponding operating budget allocated to our programme), we believe the numbers of majors and minors in our programme is quite satisfactory. Until 2001, one full-time faculty member managed the interests of up to 31 majors and minors each year, as well as many students studying Russian courses as electives towards other programmes.

Many students from other faculties have chosen electives from our offerings. Several of these students in addition to our own majors and minors have appeared on the Dean's Honours Lists. Three were candidates for Rhodes Scholarships. Two of our majors won prestigious Killam Fellowships to study for one year in the USA. Another two students received a CIDA grant in 2000. In 2003, one of our students (major) was awarded second prize by the International Association of Teachers of Russian for her CD Rom entry "St. Petersburg, 300 years". The overwhelming majority of students has expressed satisfaction with our courses. Many of our majors have proceeded to graduate degrees and successfully completed them (to our knowledge with a success rate of 100%). They have entered graduate programmes in Russian at Toronto, Leeds, Waterloo, Ottawa, University of London, the European University of St. Petersburg. Some have taken Master's degrees in other subjects (Political Science, Library Science, History, M.Phil in Humanities at Memorial). Three have taken Ph.Ds. Some of our students are employed by DFAIT, other federal government departments, the Canadian military, universities, foreign language and research institutes. Two are professors (Library Science and Political Science), three are physicians, one, employed as a journalist and editor in St. Petersburg, is now working in Warsaw as a political analyst at the Organisation for European Cooperation and Security.

Our courses in language, literature and culture have consistently attracted so-called non-traditional students who choose them as areas of speciality to complement other disciplines or as electives. Our programmes have accommodated the interests of mature students, artists, musicians, retired professionals, part-time employed students, students from professional schools (medicine, engineering, business management) and other professors. They testify to the relevance of our discipline and courses to the university and wider community.

The overwhelming majority has expressed satisfaction with our regular and summer programmes. Dissatisfaction has been noted only in regard to the frequency with which certain courses can be offered: some of our courses are on a triennial cycle to allow students to accumulate courses to graduate in a timely fashion. (See appended documents.)

C. Curriculum: Organisation of the Russian Programme

Until 1987, the Russian programme was an adjunct to the German programme, since Russian was taught by professors of German who happened to know some Russian. Continuing this tradition, both of the present Russian faculty members were appointed to teach both German and Russian.

In 1987 approximately 30 students were enrolled in Russian courses. The programme was constrained by a dearth of students and limited curriculum. The small size of the programme reflected the general trends in language teaching, when the overall state of the discipline in Canada in the late 80s is considered. We believe that the curriculum put in place since 1987 is consistent with our programme objectives, the University's goals to raise enrolments, to educate the people of the province and to make our programme relevant to the Faculty of Arts and the province.

I. Russian Curriculum, Phase I, 1987 - 1993: the Five Year Plan

The initial strategy was to reverse the apparent slide in enrolment and interest. Efforts were focussed on increasing the registration in Russian, in heightening its profile. The principal task was to create a strong foundation through the stabilization of solid major and minor programmes which could lead students to a successful completion of a Master of Arts in Russian at other Canadian universities. Measures adopted included additional attention to teaching, engaging propaganda, and offering as many Russian courses as possible, to foster interest. By the early nineties, the enrolment had increased to approximately 100 students per term. This unprecedented increase resulted in part from the interest generated by Gorbachev's programme of reforms in the USSR (the policies of *glasnost*, *perestroika*), and the focus on so many formerly ignored aspects of Russian history and culture. During these years the following steps were also taken:

New courses in XIXth and XXth century Russian literature (2600/2601) and the history of Russian culture (2900/2901) were created.

Study programmes of approximately two weeks to the USSR were arranged through the Soviet embassy using Aeroflot planes via Gander, so that students could experience both language and culture in Russia - although such trips would have been impossible just a few years earlier.

By 1993 initial goals had been achieved: the first students with major specialties had been graduated, still others accepted in graduate programmes at the M.A. level. Each semester extra courses had been introduced in response to student demand.

II. Phase II, Perestroika 1993 - 2001:

In 1993 the Russian programme was revised to respond to the initiative announced by the university "Launch Forth" to make its programmes more relevant to the broader community. Various steps were taken:

1) international links were established and agreements signed with Russian universities to allow students to spend whole terms studying language, culture and literature in St. Petersburg prior to undertaking graduate programmes. By agreement senior courses could be transferred to count as credits at Memorial.

Because the political climate in Russia had thawed, undergraduate students could now travel there more easily. Our study trips were transformed into the Russian Summer programme of up to five weeks, enabling our students to study and live in St. Petersburg. Since 1993 our programme has attracted from 15 - 20 students annually, with course registrations averaging 45 - 50.

2) Researchers were not bound by former restrictions in libraries and archives imposed by Soviet regulations. In order to accommodate larger enrolments and facilitate sabbatical terms, part-time and sessional instructors were occasionally appointed.

3) The reverberations of Russia's transformation during this period were so broad that they have implications for every discipline; hence, after 1993 the Russian programme was expanded to deal with history in the making and to contribute to other relevant programmes affected in the humanities and social sciences. To keep abreast of these transformations new courses were introduced:

a) Medieval Studies Courses 3352 Northern Medieval Worlds The Literary Heritage; 3353 Northern Medieval Worlds Art and Architecture (team taught with Medieval Studies 1993)

b) Graduate Course in Philosophy 6047, Russian Philosophy XIX-XX centuries

c) Women's Studies 3004 / Images of Women in Russian Culture (Cross-listed with Women's Studies 3004)

d) Post-Soviet Culture (Cross-listed with History: Law and Society Specialisation), Russian 3910

e) Revolution and Evolution in Russian Culture, St. Petersburg, Petrograd, Leningrad, Russian 3007

f) Russian Research Essay Course, Russian 4001

g) St. Petersburg Literature, Russian 4100

h) Russia on Reels, XXth century Russian culture through film, Russian 3005

i) To strengthen our teaching programme the content and teaching methodology of Russian 2900 /2901; Russian 2600 / 2601 were modified so that these courses would conform to the Faculty of Arts requirement that students take two courses designated as "Research and Writing Courses".

Phase III: . 2001 - Present

Because of regular enrolments involving healthy numbers of students (choosing major and minor specializations in Russian language and literature) and the high student-faculty ratio, another full-time position for a Slavist was established (albeit with a German codicil). This additional post ensures the continuation of the measures enacted heretofore and, it is hoped, will stimulate further development. Since major innovations have been made over the past two decades, the future is perceived as a period of stabilization and measured growth in enrolment, and attention to such areas as interdisciplinary studies, the Russian Studies Minor

and greater language proficiency of our students. Certain new courses have already been adopted to enrich our programme:

- a) West to East: Aspects of the German Intellectual Influence in Russia, Russian 3005 (cross-listed with the German section and the Department of History)
- b) Critical Theories on Life-Writing: Russian Memoir Literature (Russian 4005)
- c) Russian Literature of the 'Cold War' Period (cross-listed with the Department of English) (Russian 3000)

Concerning the future, in the short term the Russian section hopes to focus the interest in its programme through the creation of new interdisciplinary initiatives consonant with our strategic objectives. (See appended documents.) All of this would be facilitated, of course, through the appointment of a third member to the Russian section, which would then enable us to establish a Master's program of our own.

Challenges and Problems:

In order to graduate our students in a timely fashion, we have recognized, whenever possible, courses in History, Political Science, Sociology and Religious Studies as counting towards a major specialization in Russian. Every attempt has been made to accommodate the interests of our students and it is gratifying to note that some Russian content is included in the curriculum of these other programmes. There is a sizeable number of Russian courses cross-listed with other departments.

In its delivery of the programmes, the Russian faculty has always endeavoured to be responsive to the needs and interests of the students, and considers itself one of the most welcoming programmes in the university. Despite the relatively healthy enrolments in Russian, until 1994 the responsibility for the programme was born by one full-time faculty member; from 1994 until 2001 part-time and contractual teaching eased the burden to some extent; from 2001 another full-time faculty member was appointed to share the teaching responsibilities, albeit with the condition that, when possible and necessary, this new appointee also contribute to our sister section; nevertheless, the history of the German and Russian Department demonstrates that what is good for one is often good for the other as well: in 1987 the Slavist appointed was to teach German, if necessary, to fulfil his course complement; through the rapid expansion of his programme and subsequent withdrawal from German duties, more opportunities arose for the part-time instructor in the German section, whose job was in due course transformed into a full-time position.

In regard to the delivery of our comprehensive curriculum outlined above, certain problems have arisen, as a result of the reduction in our teaching load from six to five courses yearly, like most other professors in the Faculty of Arts.¹ In the past, to stimulate growth and to meet the demand for Russian courses, the full-time Russian faculty member regularly

¹In accordance with the collective agreement between the University and Faculty Association, faculty members teaching Russian have taught six courses per academic year (the same teaching norm applied to German and Classics programmes), although the faculty norm was five courses.

offered *pro bono* courses. Although at the outset it was anticipated that such courses would satisfy the occasional needs of a few serious senior students, statistics indicate that from 1995 to 2004 fifteen distinct *pro bono* courses were offered with an enrolment from 1 to 17 students. Now that the course load for the instructors of the Russian programme is to conform to that of other faculty, other measures must be sought if this programme is to remain viable as enrolments and ensuing demands continue to increase. At the same time, in the event that certain students require additional courses, the Russian faculty members, when possible, will continue to accommodate their needs with *pro bono* teaching and supervised research courses.

The steady growth of the Russian programme does not show signs of abating. Given the traditional rate of retention from first to second year and onwards (50% in the first two years with a slight drop thereafter), and the high registration for Fall 2004, the numbers of students interested are climbing again: if this is indeed the case, the demands on the instructors in the Russian programme will soon exceed their ability to cope. With this in mind, would it not now be appropriate once again to suggest that if a third equally qualified young academic could be appointed to the Russian section, would we also not be in a position to offer a Master of Arts degree easily the equal of others already in place across the faculty of arts. If only on the basis of the caliber of the faculty, the proven student interest and our graduates' enrollment elsewhere, we believe that this proposal warrants the university's serious consideration.

Fortunately, the Russian faculty member's interests and approaches are complementary almost to the point of a synergy: it is to be hoped that in the future the potential burden of their success will be alleviated by additional appointments, part-time or otherwise.

D. Faculty Contributions Research and Teaching:

The two Russian faculty members concur that effective teaching and the maintenance of solid academic programmes go hand in hand with a strong record in research and scholarship; however, it is difficult to balance the specific needs of effective teaching in a foreign language department and the requirement to disseminate knowledge through published research. For both members, this equilibrium is always difficult to determine, but it is especially so for the junior appointee who has felt pressure to publish, even as he is reminded that attention to innovative teaching is paramount to maintaining the vitality and profile of Russian programmes. Research, therefore, is done as time permits and during sabbatical leaves.

Regarding teaching the senior professor has been nominated for three teaching awards; and over his two and one half years in the section the junior professor has demonstrated his commitment and promise.

The two Russian faculty members are confident that their research profile exceeds the norm, given the delicate balance described above. Although at very different stages in their careers, the two members of the Russian section contribute to the research profile of the programme, each in proportion to his years of service.

The senior member, a full professor, is widely recognized for his research on the Russian *homme de lettres* D.V. Filosofov: the results of his research both on literature, Russian culture and pedagogy have been published as monographs and in refereed journals. In June 2003, he was invited by the Canadian Department of Foreign Affairs and International Trade to Russia as the inaugural speaker for the Canadian Lecture Series in commemoration of the 300th anniversary of St. Petersburg. He has been invited to serve on evaluation committees for university presses and SSHRC.

The junior member of the Russian faculty has already published a number of reviews and articles in prominent national and international journals, and has attended several conferences to present papers. He works with the editorial board of a Russian literary journal *Voprosy literatury*. His accomplishments and ongoing research are praiseworthy in themselves, and augur well for meaningful contributions in the future to his main area of research, the writer Leonid Andreev.

Service:

In addition to teaching and research the two Russian faculty members have made significant contributions of service to the university.

The senior faculty member has been coordinator of the Russian programme since 1987, and has served on various committees. His acumen in Russian affairs is frequently solicited by the wider community, locally, nationally and internationally, where he is recognized as an expert consultant for legal and cultural issues, and where he is in demand as a translator for governmental and non-governmental bodies.

Additional Documentation Appended to this Report:

We submit the following appendices.

The curriculum vitae of each member of the Russian section of the Department of German and Russian.

A statement from the subject specialist, Queen Elizabeth II Library, on holdings of books, journals and periodicals for our program.

The description of our programme and course offerings, as published in the University Calendar.

Statistical data in graph form on enrolments and numbers of majors and minors.

Samples of teaching materials (course outlines, examinations, assignments)

Documents from representatives of the Russian and Canadian governments regarding Memorial's Russian programme.

Presentation concerning the Russian program "The Matter of Russian Language Studies on the Islands of Newfoundland", solicited by the International Association of Teachers of Russian, St. Petersburg, 2003.

Samples of material concerning the Russian Summer Programme, St. Petersburg.

Documentation concerning student enrolment: partial list of students who continued with graduate programmes; a record of non-traditional students.