

10-10-2017

# Humanities Division meeting minutes 10/10/ 2017

Humanities Division

Follow this and additional works at: <https://digitalcommons.morris.umn.edu/humanities>

---

## Recommended Citation

Humanities Division, "Humanities Division meeting minutes 10/10/2017" (2017). *Humanities Division*. 16.  
<https://digitalcommons.morris.umn.edu/humanities/16>

This Minutes is brought to you for free and open access by the Division Minutes at University of Minnesota Morris Digital Well. It has been accepted for inclusion in Humanities Division by an authorized administrator of University of Minnesota Morris Digital Well. For more information, please contact [skulann@morris.umn.edu](mailto:skulann@morris.umn.edu).

## Humanities Division Meeting, 10/10/17

Stacey Aronson called the meeting to order at 6:33 p.m.

### Visit from Nancy Carpenter (Chemistry).

2012: UMM applies for McNair grant but is not funded.

Last year, a UMM committee submitted a new proposal, which was accepted.

McNair was “made for this campus.”

- Low-income, first generation students. To “encourage and help them to obtain the Ph.D.”
- 2/3 of participants must be 1<sup>st</sup>-generation, low-income.
- 1/3 underrepresented minorities
- McNair students are followed from admission to the program all the way to the PhD.
- Nancy Carpenter is program director
- Jessica Larson will participate through ACE Office
- There will be an advisory group, including Becca Gercken.
- Assistant Director has yet to be hired.

Grant has already begun. (Campus was notified shortly before grant started.)

Deadline for student applications: Dec. 8.

Cohort will be chosen in early February (25 students).

½ cohort will begin doing research at UMM next summer.

8-week summer program. Stipends for students, faculty, research expenses.

How are faculty involved?

- “This is an academic program. This is a faculty-led program.”
- Faculty will work with McNair student scholars.
- Help needed recruiting students and publicizing the program.
- Nominate, encourage, and help students with their applications.

Jessica Larson suggests posting link on the ACE page.

Link has already been sent to all faculty.

Website and posters will be designed.

Interested students are encouraged to talk to Carpenter or Larson for help with their application essays.

Having received one McNair grant makes it more likely that the institution will get one in the future.

Q: Who is the ideal candidate?

Minimum 3.0 GPA

Personal essay on motivation for Ph.D. required

Low-income, 1<sup>st</sup> generation. US citizen. Enrolled fulltime. Degree seeking.

Q: What about other terminal degrees?

MFAs, medical degrees, and law degrees do not count. Only PhDs.

UMM must lay out ambitious and attainable goals in grant proposal and prove that these have been achieved in 5 years.

Q: What fields?

Preference for stem fields, but not to the exclusion of other fields. Carpenter is more interested in students likely to be successful than in STEM students specifically.

Q: Is this limited to seniors?

Looking at primarily sophomores and juniors. Please send interested seniors to Carpenter. Ultimately, students will be targeted as freshmen.

## **ECASes**

Of the courses discussed tonight, all but two have received provisional approval from division chairs. Courses considered tonight are being considered for regular approval. Courses submitted but not discussed tonight are in the pipeline for provisional approval. One-time offerings have been granted provisional approval but will not be seeking regular approval.

Decision was made by group to vote on courses as a cluster.

### Studio Art 3015

### CMR 2102

Visiting Distinguished Scholar in the Liberal Arts will offer this course in the Spring. Seeking regular approval so that the course may be offered again. Deals with Communication and the environment.

### ENG 1806

“English is teaching a range of IC classes that we are taking in turns. This is Michael’s.”

Q: Is this an English IC course?

Yes, but not necessarily for next fall.

Q: Is it true that IC courses will only be two-credits going forward?

No one has heard anything about this. So far, all English IC courses have been four credits. However, students may satisfy the IC requirement with a two-credit course if they choose.

### ENG 3062

Carbon-energy literatures. Part of the recent trend in energy-humanities courses across the country.

Q: Could Angela’s surname be added to the description?

Q: Should the ECAS be written in the 1<sup>st</sup> person?

Course descriptions are often written without proper names or pronouns. “Taught by new faculty.”

### ENG 1803

New faculty area of research, faculty research with students

FREN 1803 IC Course

FREN 3411 Fulfills Medieval requirement for French. The body in literature in modern-French translation.

Q: Would the current IC course fulfill the requirement?

IC courses do not count towards the French major. Some students in other disciplines have taken IC courses for their majors with a special project, but that is on a case-by-case basis.

FREN 3507 Modern cluster of French. Instructor's first attempt teaching a course focused on sustainability.

MUS 3224 Improvisation lesson. Unlike an improvisation class, this allows for one-on-one time, allows students to spend more time on improvisation.

Q: Was this requested by students?

Yes.

Q: Is this class repeatable?

Allows up to four repetitions.

PHIL 1805 New IC course. "A baby applied ethics course."

Q: Topics will change from year to year?

Yes. Currently, most readings come from a new textbook on current debates on college campuses.

CMR Rhetoric of Supreme Court Opinions. Two-credit class. How do justices word their opinions? Sophomore-level, appeal to pre-law and political science students

Q: Wasn't this already on the books?

There was a previous IC course. This is a sophomore-level course.

Motion to approve the courses. The motion was seconded. Courses were approved unanimously.

**Jayne Hacker asks faculty to send her Fall syllabi if they have not done so already.**

*Jayne leaves meeting at 7:07 pm.*

**Athena Kildegaard (English)**

Director of Honors Program

- 1) We start attracting 1<sup>st</sup>-year students in January. They apply in February to enter the following Fall. Please send promising to candidates to Athena and/or encourage them to apply.
- 2) Athena wishes to build a sense of a cohort among the students in the Honors Program. Faculty who will be bringing visitors/speakers/performers to campus, especially if they

are interdisciplinary in nature, please talk to Athena to see if Honors can become involved.

- 3) Please consider teaching an Honors class. Honors classes are traditionally 2 credits, team-taught, and interdisciplinary. 2-credits can be banked for the following year and combined with another 2-credit course (Honors or not) to count as a 4-credit course. If you have an idea and do not know who could teach with you, please feel free to brainstorm with Athena. If you cannot team-teach with another instructor, you can invite other instructors to teach to your class in order to build interdisciplinarity into your syllabus. Funds are available for faculty to develop Honors courses.

Athena has a new office: HUM 201. Also in ACE 3-4 on Thursdays.

## **Announcements**

- Summer course proposals are due Wed., October 25<sup>th</sup>.
- Mentorship Program: Apply for funding. Funds for mentor and mentee. One pair funded from each division, though pairs may be inter-divisional.
- Barber Lecture: Oct. 24. Acoustic Colonialism. On Spanish domination of Latin American media. Opportunities for faculty and students to talk with Barber scholar.
- *Spring Awakening* (musical) Nov. 14
- Ryan Prendergast, specialist in *Don Quijote*. Nov. 9. Opportunities for faculty and students to talk with him.
- New exhibit opening in the Gallery next week. Features UMM alumni.
- Humanities-sponsored study abroad programs available over the summer. Talk to advisees and students, have them speak to ACE Office, Barbara Burke, July in Paris professors.
- Next Thursday (10/19) at 7 in the basement of the Library, current Minnesota Book Award winner will be reading and signing.
- Student-choice orchestra concert tomorrow (10/11) at 7:30.
- There will be a call for new announcements before the next division meeting.

### **7:20: 5-minute break**

Stacey will meet with student representatives during break, student representatives then may leave.

Following the break, there will be a discussion on translation. Faculty who translate and faculty on the P & T committee are encouraged to stay.

*Meeting was reconvened at 7:26 pm.*

### **Translation Conversation**

This conversation is not meant to be definitive.

We are beginning this conversation because of the number of colleagues we have who do translations.

Two documents to consider:

Humanities 7-12: *Translations can be listed under “research/creative activity,” provided that they are for scholarly purposes. If translated work is done for a non-scholarly purpose (such as for a business), it should be listed under “service.*

MLA Guidelines on Translation: <https://www.mla.org/About-Us/Governance/Executive-Council/Executive-Council-Actions/2011/Evaluating-Translations-as-Scholarship-Guidelines-for-Peer-Review>

Stacey would like to see translations appear in our 7-12, along with other types of research and creative activity that our faculty performs.

“In many cases, it is incumbent upon the person doing the translation to self-advocate.”

Stacey asked faculty members who do translation: Why do some of you do translation? What goes into translation? Why should it be considered comparable to a scholarly article?

- Translations take almost as much time as (sometimes more than) an article.
  - Complicated review process
  - Scholarly apparatus. Preparing an edition.
  - Loss of prestige of scholarly translation is a recent development.
  - Providing access to a work is a major contribution.
- Makes international scholarship and cross-pollination possible.

Q: What has the conversation about translation been in the past?  
Confusion. How should translation be weighed?

One faculty member is concerned that junior faculty are being discouraged from taking on translations. Someone suggested that translation be counted as editing.

“It is important that we all understand how our own fields are growing. The point of reference is not here.”

Faculty member says they were helped by the MLA paragraph recommending how translations be reviewed. Suggests using external reviewers when people are coming up for tenure.

One faculty member declined to be the lead translator on a project out of concern that translation would be weighed as editing.

Q: If a person had translation work in multiple fields, would there be multiple reviewers?

That would depend on the person, in consultation with the division chair. Perhaps one translation will be chosen for review by an additional outside reviewer when a junior faculty member is up for tenure.

MLA guidelines are helpful if we cannot find an outside reviewer. Translation is not word-for-word, but a creative act. Frequently features a “scaffolding of footnotes” to explain translation choices. To discount translation as “lesser” would be misguided.

There is a larger issue in the P&T committee. 7-12 references “a continuous record of scholarly achievement,” which is fairly open. Some colleagues on the P&T committee would like to count scholarship more mathematically. How did we get to this point?

This is “a separate and bigger issue,” but related.

HDAC will be reviewing definitions and understandings of what counts as research and service.

“We are not the most conservative institution in terms of deciding what counts.”

We should be careful about stepping outside of our fields.

Translation is peer-reviewed

Valuation of research has varied considerably from case-to-case.

Humanities has a reputation for not following the 7-12 strictly.

Justification and explanation of translation work falls to the candidate. Explain difference between 300-page monograph and 13-page article, etc. Difference between translation from European and non-European languages. How candidate believes that the translation should be weighed.

Chair can ask member of coordinate campus who works in that field for confirmation of candidate’s assessment.

Translation has never been “outlawed,” though we have argued over how we weighed it.

There has been some conversation regarding whether or not one can change their research agenda. The Twin Cities campus has stated that one can.

The MLA document does not say that translations are equivalent to monographs or peer-reviewed articles. They are something else in their own right. “A different cognitive, scholarly activity. It achieves different things.” “Some translations are more complex than others.” Peer-review in translation works differently. An external expert is the only one who can understand the importance of the translation in a given field.

*The meeting adjourned at 8:00 p.m.*

*Respectfully submitted, Thomas Genova*

---