

**UNIVERSITY FACULTY SENATE FORMS****Revised 4-20-2010****Academic Program Approval**

This form is a routing document for the approval of new and revised academic programs. Proposing department should complete this form. For more information, call the Faculty Senate Office at 831-2921.

**Submitted by:** Rachael Hutchinson phone number 302-831-2597

**Department:** Foreign Languages and Literatures email address rhutch@udel.edu

**Action:** Add Concentration  
(Example: add major/minor/concentration, delete major/minor/concentration, revise major/minor/concentration, academic unit name change, request for permanent status, policy change, etc.)

**Effective term** 10F  
(use format 04F, 05W)

**Current degree** \_\_\_\_\_  
(Example: BA, BACH, BACJ, HBA, EDD, MA, MBA, etc.)

**Proposed change leads to the degree of:** BAAS FLL  
(Example: BA, BACH, BACJ, HBA, EDD, MA, MBA, etc.)

**Proposed name:** Japanese Studies  
Proposed new name for revised or new major / minor / concentration / academic unit  
(if applicable)

**Revising or Deleting:**

**Undergraduate major / Concentration:** \_\_\_\_\_  
(Example: Applied Music – Instrumental degree BMAS)

**Undergraduate minor:** \_\_\_\_\_  
(Example: African Studies, Business Administration, English, Leadership, etc.)

**Graduate Program Policy statement change:** \_\_\_\_\_  
(Must attach your Graduate Program Policy Statement)

**Graduate Program of Study:** \_\_\_\_\_  
(Example: Animal Science: MS Animal Science: PHD Economics: MA Economics: PHD)

**Graduate minor / concentration:** \_\_\_\_\_

**Note: all graduate studies proposals must include an electronic copy of the Graduate Program Policy Document, highlighting the changes made to the original policy document.**

**List new courses required for the new or revised curriculum. How do they support the overall program objectives of the major/minor/concentrations)?**

New courses:

JAPN 201 'Advanced Intermediate Japanese I'  
JAPN 202 'Advanced Intermediate Japanese II'  
JAPN 301 'Advanced Japanese'  
JAPN 401 'Using Japanese: Issues in Contemporary Society'  
JAPN 405 'Japanese Translation: Theory and Practice'

The two courses at the 200 level support the Japanese program objectives by providing more internal coherency with respect to curriculum content. The two courses, JAPN 201 'Advanced Intermediate Japanese I' and JAPN 202

‘Advanced Intermediate Japanese II’ will be sequential, so students will build their skills in a chronological and practical manner. These two courses will also provide cohesion with other 200-level courses, as JAPN 205 and JAPN 209 can focus more specifically on conversation and situational (formal and honorific) spoken language, while JAPN 201 and 202 can give the structural grammatical forms used in both spoken and written Japanese. The foundations provided by JAPN 201 and 202 will lead directly to JAPN 301.

JAPN 301 ‘Advanced Japanese’ thus builds directly on the 200 level, with prerequisites of three 200-level Japanese language courses. JAPN 301 will introduce students to new grammar through conversation, kanji-writing skills, essay and letter writing, as well as reading a variety of materials. JAPN 301 will furnish students with the grammatical skills to complement their learning of conversation (in existing course JAPN 305) or literature (in existing course JAPN 355).

Striving for cohesion at every level, a new course JAPN 401 ‘Using Japanese: Issues in Contemporary Society’ will provide advanced instruction in Japanese grammar. Currently there is no dedicated course for Japanese grammar at this level. Students will use Japanese to discuss social issues in contemporary Japan, using both textbook exercises and complementary materials such as newspapers, magazines, or television. This course thus provides a visible point of entry for students as well as preparing them at the higher level for the more involved and demanding courses, JAPN 405 (translation skills) and JAPN 455 (literary analysis). There will be no dedicated ‘conversation’ course at the 400 level, as every course will expect students to converse and express themselves in the Japanese language while undertaking their studies.

Currently, JAPN 455 is a catch-all course at the 400 level that alternates between translation skills and reading skills. By designating JAPN 405 as the dedicated translation course, and JAPN 401 as the dedicated grammar skills course, JAPN 455 will revert to its originally intended purpose, which was a course in literature appreciation and analysis.

The course JAPN 405 ‘Japanese Translation: Theory and Practice’ has two main aims regarding the process of translation and the nature of Japanese literature. On completion of this course, students should be familiar with the major issues involved in translating a literary text from Japanese to English, including the effect of synonym choice, literal versus loose translation, poetic license and the tense-aspect controversy. Students will also gain an appreciation for writing style in terms of sentence construction, kanji use, poetic language and the effect of literary quotation. By the end of the course students should be able to critically analyze the style of a literary Japanese text, as well as compare the writing style of one author with another from the same period. Students will improve and polish their translation skills to a high degree, and will be encouraged to find their own method of translation, balancing creative expression with accuracy and fidelity to the original text.

**Explain, when appropriate, how this new/revised curriculum supports the 10 goals of undergraduate education:**  
<http://www.ugs.udel.edu/gened/>

- 1) Attain effective skills in oral and written communication, quantitative reasoning, and the use of information technology.

Oral and written communication in the Japanese language will be taught directly in the grammar courses JAPN201, 202, 301 and 401. Complementary courses that focus more on conversation include the existing courses JAPN 205, JAPN 209, and JAPN 305. The literature courses JAPN 355 and JAPN 455 focus more directly on written communication with essay projects and oral presentations. Information technology is used in all language courses for the word-processing of Japanese-language documents, while JAPN 401 focuses specifically on internet and other electronic media use. JAPN 405 makes extensive use of the wiki function in Sakai in order to collaboratively create translations and edit/comment on others’ work.

- 2) Learn to think critically to solve problems.

All the language courses challenge students to solve linguistic problems (as in, how do I express this concept in Japanese? How do I get my point across using the target language?), as well as thinking through issues in essay projects. JAPN 401 directly addresses social issues in contemporary Japan, and students will be encouraged to think critically about government policy as well as family and other societal expectations. JAPN 355 and 455 will enable students to think critically about literary problems and explain such things as major themes in a text, character motivation and so on. JAPN 405 perhaps most directly addresses problem-solving in the

curriculum, as students are challenged to find creative solutions to translation problems, especially with culturally specific words that do not have an exact English-language equivalent.

- 3) Be able to work and learn both independently and collaboratively.

Language use is necessarily an individual endeavor, as one must use one's own words to express thoughts and ideas in the process of communication. However, JAPN 201, 202, 301, 305 and 401 include group work on a regular basis, as students work in pairs or small groups for conversation and other work. JAPN 305 includes skit performances that necessitate group collaboration. JAPN 405, the translation course, has a great deal of group discussion as we puzzle through translation problems and come to a solution together, while the wiki is used to produce collaborative translation texts.

- 4) Engage questions of ethics and recognize responsibilities to self, community, and society at large.

While the lower-level courses are focused mainly on basic language acquisition, by the 300-level students are able to engage in questions about society and self. JAPN 301 deals directly with social and family values that one encounters as a homestay student in Japan: asking permission, introducing and inviting others, and taking part in community activities such as university classes or parties. JAPN 209 and 305 engage students with the concepts of formal language and different register: honorific and humble language, different language used by men and women, old and young and so on. The student acquires a good command of language to be used in different situations, depending on the person to whom they are talking. In JAPN 401 the student is also able to engage with issues in the Japanese community such as marriage, career women and so on, and learns how to give their opinion while maintaining respect for the target culture.

- 5) Understand the diverse ways of thinking that underlie the search for knowledge in the arts, humanities, sciences and social sciences.

One way that this concentration addresses this goal is through the contrast between the literature courses (Japan 355 and 455) and the translation course (JAPN 405). The literature courses necessarily take a humanistic approach to human knowledge and its expression, through the literary arts and the psychological novel. JAPN 405 takes a more linguistics-based approach, deconstructing language to its base elements and challenging to produce a translation that best approximates the meaning of the original. Students thus gain two different approaches to 'truth', be it the truth of the human heart or the accuracy and fidelity of text production. Students can also elect to take courses in Japan-related work offered by Political Science or Anthropology, for example, which would provide them with alternate approaches again.

- 6) Develop the intellectual curiosity, confidence, and engagement that will lead to lifelong learning.

Students in this concentration are constantly challenged to express their thoughts and ideas in a foreign language, which necessitates curiosity and the willingness to apply new knowledge in new situations. Confidence is needed to express ideas verbally, whether in class or in Japan. Students are put to the test on the Study Abroad program, where JAPN 206, 306, 208 and 308 ask them to engage with Japanese people on a daily basis. Regularly scheduled oral presentations back on campus also develop confidence in more formal public speaking, as well as the ability to field questions from an audience.

- 7) Develop the ability to integrate academic knowledge with experiences that extend the boundaries of the classroom.

The use of language to describe experiences in the students' daily lives is integral to a program in foreign language. In each of the grammar courses, particularly at the 200 and 300 level, students need to apply grammar and vocabulary they have learned to the real-world situations they are attempting to describe. The learning of different literary styles in JAPN 405, with its close focus on word choice and sentence structure, complements student learning about Japanese literature in FLLT 328, and gives them a personal basis for understanding literature they may read for their own pleasure after graduating from the program. Films, anime and manga that students have enjoyed in their own time will be given a critical context by the courses FLLT 338 and FLLT 380, while new texts by famous authors will be introduced to deepen and broaden their appreciation of these forms. JAPN 401 will give students the reading skills to deal with manga texts of their own choosing, as well as short stories and newspapers. In this way, we aim to produce graduates who can continue their Japanese usage after leaving UD, whether in formal studies or in pursuing individual interests.

- 8) Expand understanding and appreciation of human creativity and diverse forms of aesthetic and intellectual expression.

In the upper-level language courses of this program, students will experience different literary forms unique to Japan, such as the *zuihitsu* 'miscellany', manga (Japanese comics), and the 'I-novel', which has no direct equivalent in the West. The expectations of these narrative forms are very different to those of the Western novel or essay, not requiring a conclusion, for example. Students reading these works in FLLT 328, JAPN 401, JAPN 405 and FLLT 380 are able to explore varied narrative modes and diverse forms of expression. In particular, FLLT 380 addresses the unique combination of visual and verbal expression in the manga form, exploring the dynamic of narrative split between text and pictures. Japanese animation and computer games are also examined in this course, providing students with alternate examples of familiar forms. Narrative expectation as well as identification and immersion processes in the Japanese computer game are quite different to those of American games, so this course allows students to experience and comment on those differences, coming to an appreciation of aesthetic and narrative diversity.

- 9) Understand the foundations of United States society including the significance of its cultural diversity.

The language courses, particularly JAPN 401, give students ample opportunity to compare Japanese and American social situations. Through comparison and contrast, students come to understand their own culture more deeply, even though the history of US society is not explicitly addressed in the curriculum. The textbooks used do address issues of racial diversity, social expectation, customs such as gift-giving and religious holidays, providing good opportunities for teachers to lead classroom discussion. The intermediate textbook directly addresses the differences between American and Japanese society, as it is intended for a North American student audience. The culture courses FLLT 328 and FLLT 338 also take a broad view of twentieth-century literature and film, necessitating study of the Allied Occupation of Japan from 1945-1952. The issue of Japan's defeat in WWII and its aftermath, including the American use of atomic weapons, is directly addressed in both courses. This gives students the opportunity to discuss American history and the reasons for the decision to bomb Japan, as well as to compare and contrast the political systems of democracy and fascism in the 1930s-40s. The issue of American cultural and

racial diversity arises in literary portrayals of American GIs after the war, as the figure of the African American becomes more prominent at this time. These two courses allow students to discuss representation and identity issues from the Japanese point of view, as well as coming to a deeper understanding of Japan-US relations in the postwar era.

- 10) Develop an international perspective in order to live and work effectively in an increasingly global society.

All courses in this proposed program of study aim to equip students with the skills and outlook to live and work effectively in an international environment. Our graduates who go on to work in Japan will be able to effectively use honorific and humble language in the workplace, while those who stay in the US will take with them a deep appreciation of Japanese culture, language and society.

**Identify other units affected by the proposed changes:**

(Attach permission from the affected units. If no other unit is affected, enter "None")

While 3 credits in Japanese Studies may come from Japan-related courses offered in the departments of Anthropology, Art History, History, and Political Science, such course selection is optional and the proposed program of study does not depend on these courses in any way. The proposed concentration will therefore have no great effect on other departments.

**Describe the rationale for the proposed program change(s):**

(Explain your reasons for creating, revising, or deleting the curriculum or program.)

We are creating the concentration in Japanese Studies in response to student demand, as well as to accommodate increased student numbers. Since the Japanese program started twenty years ago, it has seen great increases in student enrollment, to the point where we have 232 total enrollments at the 100-level (07-08 data). Many students currently completing a Minor in Japanese are actually taking more courses than they need to complete their requirements, and it is these students who will most directly benefit from the introduction of the proposed program of study. They will only need to take a few extra courses, particularly at the 400-level and capstone, in order to achieve a FLL Major in Japanese Studies.

We also wish to offer this concentration in order to take advantage of faculty expertise, which covers not only linguistic pedagogy but also calligraphy, translation studies, literature, film and visual culture. We are able to offer a wide range of courses for our students as well as provide supervision of research theses, so we find ourselves in a good position to offer the concentration without needing to invest in faculty hires.

Lastly, we aim to become more competitive in the field of providing Asia-related education in the region. Ursinus College, Swarthmore, Princeton, Villanova, Rutgers and UPenn all offer Japanese or Japanese Studies Majors, and we would like University of Delaware to offer a similar program to capture some of the students who enroll in these programs.

**Program Requirements:**

(Show the new or revised curriculum as it should appear in the Course Catalog. If this is a revision, be sure to indicate the changes being made to the current curriculum and **include a side-by-side comparison** of the credit distribution before and after the proposed change.)

DEGREE: BACHELOR OF ARTS  
MAJOR: FOREIGN LANGUAGES AND LITERATURES  
CONCENTRATION: JAPANESE STUDIES

Specific requirements for this concentration are described below.

CURRICULUM

CREDITS

MAJOR REQUIREMENTS

Twelve courses (36 credits), as follows.

Eight courses in Japanese (24 credits):

- Three of: JAPN 2xx.....9
- Two of: JAPN 3xx.....6
- Two of: JAPN 4xx.....6
- One JAPN 3xx (literature) or 4xx (literature).....3

Two non-language courses in JAPN or FLLT (6 credits), selected from the following:  
JAPN204 (calligraphy), JAPN 208 (culture, taught in Kobe), JAPN 308 (culture, taught in Kobe), FLLT 328 (Japanese literature), FLLT 338 (Japanese film), FLLT 380 (Japanese visual culture)  
.....6

One additional course in Japan-related work (3 credits), which may either be selected from the above list of non-language courses in JAPN or FLLT, or chosen from offerings in ANTH, ARTH, HIST, POSC with prior approval of the advisor.....3

A three-credit capstone experience (JAPN 4xx capstone if available, FLLT 490, FLLT 495, or Thesis)  
.....3

ELECTIVES

After required courses are completed, sufficient elective credits must be taken to meet the minimum requirement for the degree.

CREDITS TO TOTAL A MINIMUM OF.....124

ROUTING AND AUTHORIZATION: (Please do not remove supporting documentation.)

Department Chairperson \_\_\_\_\_ Date \_\_\_\_\_

Dean of College \_\_\_\_\_ Date \_\_\_\_\_

Chairperson, College Curriculum Committee \_\_\_\_\_ Date \_\_\_\_\_

Chairperson, Senate Com. on UG or GR Studies \_\_\_\_\_ Date \_\_\_\_\_

Chairperson, Senate Coordinating Com. \_\_\_\_\_ Date \_\_\_\_\_

Secretary, Faculty Senate \_\_\_\_\_ Date \_\_\_\_\_

Date of Senate Resolution \_\_\_\_\_ Date to be Effective \_\_\_\_\_

Registrar \_\_\_\_\_ Program Code \_\_\_\_\_ Date \_\_\_\_\_

Vice Provost for Academic Affairs & International Programs \_\_\_\_\_ Date \_\_\_\_\_

Provost \_\_\_\_\_ Date \_\_\_\_\_

Board of Trustee Notification \_\_\_\_\_ Date \_\_\_\_\_

Revised 10/23/2007 /khs