

UNIVERSITY FACULTY SENATE FORMS**Revised 4-21-2010****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: ___Jianguo Chen _____phone number___302-831-2183___

Department: ___Foreign Languages and Literatures___email address___chenjia@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: ___Chinese 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)?

(Be aware that approval of the curriculum is dependent upon these courses successfully passing through the Course Challenge list. If there are no new courses enter "None")

New courses:

CHIN 201 'Advanced Intermediate Chinese I'

CHIN 202 'Advanced Intermediate Chinese II'

CHIN 350 'Business Chinese'

CHIN 455 'Classical Chinese'

The two proposed 200-level courses will support the Chinese program objectives by providing more internal coherency with regard to curriculum content, focusing on sophisticated grammar structure, character recognition and writing (both simplified and traditional), and composition writing, currently split between three different courses (CHIN200, CHIN205, and CHIN206). The two courses, CHIN201 'Advanced Intermediate Chinese I' and CHIN202 'Advanced Intermediate Chinese II' will be a sequential offering to provide students with a more systematic linguistic training, thus enabling them to build their language skills in a coherent and practical manner. These two courses will provide cohesion with the existing 200-level courses. While CHIN205 and CHIN206 focus more on conversation, and CHIN209 focuses more specifically on situational (formal) spoken language, CHIN201 and 202 offer a systematic training in sophisticated grammar structure. They will provide a foundation for CHIN301, which focuses on advanced composition.

CHIN350 'Business Chinese' aims at preparing students for effective communication in casual and formal business settings. The course will help students practice business language use in common business situations, discuss company case analysis and perform communicative tasks on news reports and other business related multimedia materials. Students will actively participate in the learning process via communicative, task-orientated, and learner-centered activities such as role play, interview and presentation in the target language. The course will incorporate discussion of Chinese business culture and etiquette in order to promote socially appropriate language use.

CHIN455 'Classical Chinese' offers basic training in classical Chinese, which is the gem of the Chinese language. As a language of the literati over the past thousand years, rich in literary, aesthetic, philosophical and religious implications, classical Chinese was unfortunately disrupted at the turn of the 20th century for ideological considerations. This course introduces students to basic grammar structures of classical Chinese, its syntactic patterns and historical development, as well as comparison with modern vernacular Chinese. The course will give students a sense of how the Chinese language evolved from its classical form to modern Mandarin/standard form through studying a wide range of readings in classical Chinese prose, literary and documentary writings. The course will provide cohesion with other 400-level courses: CHIN467 (I) 'Advanced Readings in Chinese: Issues in Contemporary Chinese Society,' which focuses on advanced instruction in Chinese grammar and reading, and CHIN467 (II) 'Chinese Literature,' which furnishes students with a general survey of modern Chinese literature. The course number of these two courses will be redesignated as CHIN401 and CHIN405 to form a coherent set of the 400-level courses with CHIN455.

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.

The proposed 200-level courses: CHIN201 and 202 will help students attain effective language skills in speaking and writing, in addition to listening and reading, through instruction in sophisticated grammar structure. These effective skills will be further enhanced by complementary courses that focus on conversation such as the existing courses CHIN205 and 206. CHIN350 'Business Chinese' focuses specifically on preparing students for effective communication in casual and formal business settings in Chinese society. Information technology will be used extensively in all these language courses such as the word-processing of Chinese language documents, internet and other electronic multimedia use. CHIN455 will make extensive use of the internet to illustrate the evolution of the Chinese language from a classical form to its modern Mandarin/Standard form.

- 2) Learn to think critically to solve problems.

To study a foreign language is to learn how to express one's views to others in a target language by solving linguistic problems. It's not a simple matter of linguistic communication but instead involves critical thinking as one explores issues in essay projects (e.g. In CHIN401 and 405). The 400-level courses (CHIN401 and 405, and the proposed: CHIN455), in particular, help students think critically to solve problems. CHIN401 will enable students to think through important issues in contemporary China such as population growth, birth control, environmental concerns, family structure, marriage, modernization and its socio-cultural impact. CHIN405, while introducing

students to literary movements, representative literary works and renowned writers and poets, also helps students learn to appreciate Chinese literature in its complexity and in relation to politics by thinking critically and creatively. CHIN455, on the other hand, gives students a critical sense of classical Chinese and helps them examine the particular political context in which the study of classical Chinese was disrupted because of ideological considerations.

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

Language learning is both an individual endeavor and a collaborative activity. While one needs to make individual efforts to learn to express ideas in a target language, one also needs to work with others in the process of communication. CHIN201 and 202 include individual and group work on a regular basis, encouraging students to work in pairs and/or small groups for pattern drills, conversation and other learning activities. CHIN350, the business Chinese course, has a great deal of skit performance and other group work that necessitate collaborative activities. CHIN455 'Classical Chinese' features a good combination of individual endeavor and group collaboration as we work through often difficult and challenging texts of classical Chinese.

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

While the lower-level CHIN courses are focused primarily on basic language acquisition, the upper level courses starting with CHIN301 enable students to discuss questions about contemporary Chinese society and self in a target language. While CHIN209 and 301 deal with situational use of language for social appropriateness that engages students with the concepts of formal and casual language with different registers, CHIN350 teaches students how to use Chinese appropriately for different business occasions and situations that emphasize business culture and etiquette. CHIN455 gives students a rich sense of how classical Chinese yields its implications on individual self in relation to community in the Chinese society in the old times, and what does it mean to learn classical Chinese in the 21st century. In the 300- and 400-level CHIN classes, whether language focused or literature orientated, students learn to think through issues in the Chinese community such as family, marriage, women's liberation, one-child policy, the economic reform and so on.

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

The proposed new curriculum promotes diverse ways of thinking between humanities, arts, sciences and social sciences. CHIN305 and 405 (both are literature courses) emphasize, through studying the literary and art work, a humanistic approach to knowledge and its expression by engaging students in questions about human activities. CHIN350 focuses more on a socio-linguistic approach, dealing with effective communication in a large social context that involves a profound knowledge of Chinese business culture and etiquette to promote socially appropriate language use. CHIN455 engages students in exploring the social, religious, and political implications of the texts of classical Chinese by providing a meaningful perspective on the relation between language, ideology, and society.

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

To study a foreign language is necessarily to foster a curiosity and a desire to learn new things about the culture behind that language. The new curriculum challenges and engages students to pursue an intellectual search for new knowledge about the culture of a target language and to learn

to express themselves in that language with confidence, whether in class or in China. Organized learning activities such as regularly scheduled oral presentations, skit performances, speech contests, conversation partnership and so on, help develop students' confidence in language use for effective communication. Courses offered through the Study Abroad program such as CHIN206 and 208 will further enhance such confidence by engaging students with Chinese people on a daily basis. An intellectual curiosity for a foreign language often leads to a lifelong pursuit of learning that language.

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

Learning a foreign language is not limited to the classroom setting. Rather, it goes beyond its boundary to be an integral part of a student's daily life. In each of the CHIN courses, particularly at the 200-and 300-levels, students learn to apply their knowledge of grammar and vocabulary to real-life communicative situations they try to describe, especially during the Study Abroad program when they interact with Chinese people on a daily basis. Other courses such as CHIN350 'Business Chinese', CHIN405 'Chinese Literature', and CHIN455 'Classical Chinese' aim to furnish students with a special academic knowledge that they can use to better understand (1) Chinese business culture and etiquette so as to function effectively in the real-life situations, or (2) Chinese culture and society through a literary perspective, or (3) the evolution of the Chinese language from a historical perspective. Enhanced by other China-related courses such as FLLT331 'Introduction to Chinese Films' and FLLT330 'Modern Chinese Women Writers,' these CHIN courses will provide students with a solid foundation to further their pursuit of Chinese studies upon graduation from UD, whether in formal studies or for individual interests.

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

The upper-level CHIN courses are designed to introduce students to important aspects of Chinese culture so that they are able to appreciate its richness and subtlety in relation to its complexity and diversity. CHIN204 'The Art of Chinese Calligraphy' focuses on the evolution of Chinese characters, the aesthetics of Chinese brush work, its influence on the development of East Asian calligraphy using Chinese characters, ink and brush writing styles represented by noted calligraphers, the relation between Chinese calligraphy and philosophy and painting, as well as other forms of art including seal carving, ornate paperweights, and ink stones. CHIN305 and 405 introduce students to literary forms, genres, styles and literary movements characteristic of different historical periods. In these courses student will learn to compare Chinese narrative modes and forms of expression with those in Western literary works. Other China-related courses such as FLLT331 (Chinese Films) will introduce students to the aesthetics of Chinese cinema and its intellectual expression that are greatly influenced by the aesthetics of traditional Chinese painting and the logic of Chinese visual imagination. In CHIN355 'Chinese Civilization' students will be introduced to intellectual thought in ancient China through the pre-modern days in philosophical, religious, and literary discourses. The course focuses on the modes and contents of such intellectual discourses, their impact on the Chinese mind, and their social, cultural and historical implications with regard to aesthetics, ethics, mysticism, logic, and the philosophy of science.

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

The upper-level courses, particularly CHIN405 and 455, enable students to compare Chinese and American social situations as reflected in literary works and in various kinds of business contexts.

Although these courses do not directly address American history and society, the textbooks and teaching materials selected for the courses provide instructors with many opportunities to engage students in classroom discussion that address, from a comparative perspective, issues of social expectations, cultural difference, racial diversity, and local customs such as gift-giving, the concept of face-saving, business etiquette, family relations with regard to the concept of filial piety, social hierarchy and so on. The comparative approaches adopted in these courses enable students to come to understand their own culture more deeply. Because the intermediate textbooks are intended specifically for American students, they focus on comparison and contrast by means of which students are made aware of the differences between Chinese and American society in terms of family, dating, school life, human relation, sports, etc. The culture courses FLLT 321, FLLT330, and FLLT331 introduce students to Chinese literature and film by engaging them in comparing and contrasting with Western literature and film, particularly American literature and film (Hollywood films) so that students will have a broad view of Chinese culture in relation to the West, especially to the USA, and have a better understanding of their mutual influence on each other.

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

To study a foreign language is to prepare one with the skills and perspective to live and work effectively in an increasingly globalized world. The proposed program has this as its objective. We encourage and help our graduates to develop an international perspective and train them to be able to use appropriate language effectively in the workplace, whether they go to work in China or stay in the US. We want and expect them to become world citizens with a deep appreciation of Chinese 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")

It is important to know that while 3 credits in the Chinese concentration may come from China-related courses offered in the departments of Anthropology, Art History, History, Philosophy, 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.

Letters of support from the aforementioned units are appended to this document.

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 Chinese Studies in response to increasing student demand, as well as to accommodate a student audience that is growing rapidly. Since the Chinese program was initiated seven years ago, it has witnessed steady increases in student enrollment, from an initial class of only 21 students at the 100-level in 2002 to an enrollment of 225 in the academic year of 2006-2007. Many of these students are currently completing a Minor in Chinese and wish to continue their studies, leading to a FLL Major with a concentration in Chinese. Many of these students are actually taking more courses than are needed for a Chinese Minor. Taking a few additional CHIN courses, especially at the 400-level and capstone, will enable them to obtain a Chinese concentration, which is what this proposed program hopes to achieve.

The proposed program will allow students to profit from the rich expertise of the Chinese faculty that covers pedagogy, Chinese linguistics (both applied and theoretical), teaching assessment, literature, film, cultural studies, as well as calligraphy and Chinese poetics. Well-trained, we are able to offer a wide range of courses required for any Chinese B.A. degree program in any major research institution. More importantly, we are able to offer a concentration in Chinese without having to request additional faculty hires.

Lastly, we aim to become more competitive in the field of providing Asia-related education in the region. Princeton,

Villanova, Rutgers, UPenn, Penn State, and Swarthmore all offer Chinese or Chinese Studies majors. It is our firm belief that the University of Delaware, marching on its Path to Prominence to become an international institution, warrants a Chinese Program with Chinese Majors. The proposed program will satisfy the students’ increasingly demand for a major concentration in Chinese Studies and prepare them to function more effectively in an increasingly globalized world.

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: CHINESE STUDIES

Specific requirements for this concentration are described below.

CURRICULUM

CREDITS

MAJOR REQUIREMENTS

Twelve courses (36 credits), as follows.

Eight courses in Chinese (24 credits):	
Three of: CHIN 2xx.....	9
Two of: CHIN 3xx.....	6
Two of: CHIN 4xx	6
One CHIN 3xx (culture/literature) or 4xx (literature).....	3

Two non-language courses in CHIN or FLLT (6 credits), selected from the following:

CHIN204 (calligraphy), CHIN 208 (culture & society, taught in China), FLLT 321 (Chinese literature), FLLT 330 (modern Chinese women writers), FLLT 331 (Chinese film).	
.....	6

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

One additional course in China-related work (3 credits) may be selected from the above list or chosen from offerings in HIST, ARTH, POSC, PHIL with prior approval of the advisor.

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

Text Rev. 4/20/10