

UNIVERSITY FACULTY SENATE FORMS

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 Major_____
(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: ___BA_____
(Example: BA, BACH, BACJ, HBA, EDD, MA, MBA, etc.)

Proposed name: ___Concentration in Japanese Language, Literature, and Culture___
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 the Japanese Language, Literature, and Culture Major 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 Major 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 Major 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 enrolment, to the point where we have 232 total enrolments 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 a Major 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 Major in Japanese.

We also wish to offer a Major 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 Major 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 Language, Literature, and Culture

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 Richard A. Zeman Date 10/26/09

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 _____



COLLEGE OF ARTS AND SCIENCE

DEPARTMENT OF
ANTHROPOLOGY

University of Delaware
Newark, Delaware 19716-2510
Ph: 302/831-2802
Fax: 302/831-4002

October 26, 2009

To: Richard A. Zipser, Chair
Department of Foreign Languages and Literatures

From: Karen R. Rosenberg, Chair
Department of Anthropology

Re: New Major in **Japanese Language, Literature, and Culture**

I am writing to express support for the new major in **Japanese Language, Literature and Culture** that the Department of Foreign Languages and Literatures proposes to create. We are happy to have Anthropology 211 (Peoples and Cultures of East Asia) listed as one of the "Japan-related" courses that students may elect to take to meet some of the major requirements. Good luck with the program.

Zipser, Richard A.

From: NINA KALLMYER [nadiaeleni@msn.com]
Sent: Thursday, October 22, 2009 2:03 PM
To: Zipser, Richard A.
Subject: RE: Support for new major in Japanese Language, Literature, and Culture

Dear Richard,

This is a good idea and you have our support

best regards,

Nina

From: zipser@art-sci.udel.edu
To: nina@UDel.Edu
Date: Thu, 22 Oct 2009 11:31:44 -0400
Subject: Support for new major in Japanese Language, Literature, and Culture

To: Nina Kallmyer, Chair
Art History Department

From: Richard Zipser, Chair
Foreign Languages and Literatures Department

I am writing to request your department's support for a new 36-credit major we are creating in Japanese Language, Literature, and Culture (hereafter Japanese).

Students majoring in Japanese will be required to take eight courses in JAPN language, literature, and culture (24 credits) at the 200, 300, and 400 levels, two non-language courses in JAPN or FLLT (6 credits), and a JAPN or FLLT capstone course (3 credits). One additional course in Japan-related work (3 credits) may be selected from courses our department offers or from offerings in ANTH, ARTH, HIST, POSC, with prior approval of the faculty advisor. The Japan-related ARTH course that students might choose to take is: ARTH 445 Seminar in East Asian Art and Architecture.

It is important to know that while 3 credits toward the Japanese major may come from Japan-related courses offered by your department, such course selection is optional and the proposed program of a Japanese major does not depend on these courses in any way. Hence, the proposed major should not have a significant impact on your department.

I hope your department will support the new major in Japanese, as indicated above. If you would kindly send me a brief response before the end of this week, I would be most grateful. Thank you.

Zipser, Richard A.

From: Zipser, Richard A.
Sent: Thursday, October 22, 2009 12:38 PM
To: 'John Hurt'
Subject: RE: Support for new major in Japanese Language, Literature, and Culture

Thank you, John. I deleted HIST 270 from the list.
Best regards,
Richard

-----Original Message-----

From: John Hurt [mailto:hurt@UDe1.Edu]
Sent: Thursday, October 22, 2009 11:55 AM
To: Zipser, Richard A.
Subject: Re: Support for new major in Japanese Language, Literature, and Culture

Dear Richard,
I believe 270 should come off the list, for the reason that you know, from our exchanges about the concentration in Chinese: HIST 270 coverage likely to be insufficient, with ref to Japan.
Otherwise, we do approve.
John Hurt, History.

Zipser, Richard A. wrote:

> To: John Hurt, Chair
>
> History Department
>
> From: Richard Zipser, Chair
>
> Foreign Languages and Literatures Department
>
> I am writing to request your department's support for a new 36-credit
> major we are creating in Japanese Language, Literature, and Culture
> (hereafter Japanese).
>
> Students majoring in Japanese will be required to take eight courses
> in JAPN language, literature, and culture (24 credits) at the 200,
> 300, and 400 levels, two non-language courses in JAPN or FLLT (6
> credits), and a JAPN or FLLT capstone course (3 credits). One
> additional course in Japan-related work (3 credits) may be selected
> from courses our department offers or from offerings in ANTH, ARTH,
> HIST, POSC, with prior approval of the faculty advisor. The
> Japan-related HIST courses that students might choose to take are
> listed below:
>
> HIST 138 East Asian Civilization: Japan
>
> HIST 365 Topics in East Asian History (when Japan-related)
>
> HIST 370 History of Modern Japan
>
> HIST 371 Postwar Japan
>

> HIST 372 Popular Culture in Urban Japan
>
> HIST 479 Seminar in Asian History (when Japan-related)
>
> It is important to know that while 3 credits toward the Japanese major
> may come from Japan-related courses offered by your department, such
> course selection is optional and the proposed program of a Japanese
> major does not depend on these courses in any way. Hence, the proposed
> major should not have a significant impact on your department.
>
> I hope your department will support the new major in Japanese, as
> indicated above. If you would kindly send me a brief response before
> the end of this week, I would be most grateful. Thank you.
>

Zipser, Richard A.

From: Bauer, Gretchen M.
Sent: Friday, October 23, 2009 10:05 AM
To: Zipser, Richard A.
Cc: 'aliceba@UDel.Edu'; Waksmonski, Cindy A.
Subject: Support for new major in Japanese Language, Literature, and Culture

To: Richard Zipser, Chair
Foreign Languages and Literatures

From: Gretchen Bauer, Chair
Political Science and International Relations

The Department of Political Science and International Relations supports a new 36 credit major in Japanese Language, Literature and Culture being created by the Department of Foreign Languages and Literatures. We understand that POSC 428 Politics in Japan is being included as a 'related work' course option. We note that we do not regularly offer this class, as we currently have no faculty member able to teach it.

Gretchen Bauer
Professor and Chair
Department of Political Science and IR
University of Delaware
302 831 2355
www.udel.edu/poscir

**Status of new course JAPN201****Department Undergraduate** alg@udel.edu (Annette Giesecke)**Committee:** waiting for response**Submitter:** RHUTCH@UDEL.EDU (Hutchinson, Rachael Felicity)

Submitted, 9/25/2009

Course Details**Effective Term:** 10F**Course ID:** JAPN201**Course Title:** ADVANCED INTERMEDIATE JAP. I**College:** AS**Department:** Foreign Languages & Literature**Can this be taken
more than once
per term:** No**Credit Hours:** Fixed: 3**Max. Repeatable
Credits:** 3**Grade Type:** Standard**Multicultural:** No**First Year:** No**Experience:****Discovery Learning
Experience:** No**Instructional
Format:** Lecture: 3**Course Catalog
Title:** Advanced Intermediate Japanese I**Long Description:** First of the two-course series which form the core of 200-level Japanese, the other being JAPN202. The goal is to build upper intermediate level grammar, vocabulary, and Kanji. All four areas of language (listening, reading, speaking, and writing) are emphasized.**Prerequisites:** JAPN107**Justifications:** **Justify the need to initiate this course.**

Because of the relative difficulty of Japanese acquisition, it is prudent that our 200-level courses emphasize all areas of language, namely listening, reading, speaking and writing, in order to build a strong foundation. All 200-level courses currently in the catalog are for the development of specific skills such as writing or speaking. The need for four-skill courses have been felt by the faculty teaching the 200-level courses, yet there is no

such course in the catalog currently. The proposed two-course series (JAPN 201 and JAPN 202) will form the core of the 200-level experience, which other courses focused on specific skills will then complement.

The introduction of a firm sequence will also clarify student progression and expectations: at the moment, students are able to take any 200 level course in any order. By imposing an ordered sequence, students will know where to begin their studies and how to proceed. This will make advising and registration procedures more clear as well, for students and faculty. It will also create a final transcript that is easily understood by outside bodies. This is good for students in terms of future employment or graduate school admission, but also good for us in terms of internal and external program review. We are aiming for a program that is both cohesive and coherent, and an ordered sequence is a definite step in fulfilling this aim.

Note: JAPN201 and 202 would not be offered as a part of study abroad, but always offered at UD.

Identify and justify any effect on other courses in your department or in another department. Specifically list other departments chairpersons and/or faculty consulted and summarize results of discussion.

The impact of this course is almost exclusively within the Japanese program. JAPN201 is the first of the two-course sequence which form the core of the 2XX level experience. JAPN201 will be offered every semester, and the other courses focused on specific skills (JAPN200: writing; JAPN205: conversation; JAPN209: situational Japanese) and JAPN206 which is only offered in Kobe would be offered to complement the core.

Identify the main emphasis of the course and indicate the nature of the change.

To develop a strong foundation in all areas of Japanese language, to achieve advanced intermediate proficiency and to prepare students to become resourceful, independent learners so that the learning does not stop when classes end. Students go beyond the self and immediate topics of beginning level to familiar and socially predictable topics of the intermediate level. Students learn to comprehend and express ranges of emotions, various degrees of possibilities of outcomes, and descriptions of states by expanding grammar and vocabulary. More grammar forms absent in the English language are taught than at the beginning level to effectively convey intended meaning in a culturally appropriate way. Grammatical elements such as relative clause, potential forms, volitional forms, transitivity pairs, expressions of certainty and probability, hear-say, wishes (wants and needs), and time references (before, during, and after), give/receive are covered. Approximately 100 new Kanji are introduced.

Outline how this course addresses one or more of the 10 goals of undergraduate education.

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

Japanese is the main focus of this course. Information technology is used in all language courses for the word-processing of Japanese documents including e-mail and essays.

2) Learn to think critically to solve problems.

All 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 of translation into English.

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, this course includes group work on a regular basis, as students work in pairs or small groups for conversation and other work.

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

The learners at this level need to make a shift from a reactive, survival use of the target language to self-initiating, relationship-building use. Two of the topics covered in this class are learning to apologize and to express gratitude, not just how to, but when and to whom. This requires recognition of responsibilities to self, community, and society at large which may be different from the students' own.

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

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

Students are exposed to diverse ways of thinking through the use of authentic materials in this class such as commercial advertisements which reveal underlying differences, as well as surprising similarities, between different cultures.

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

Students 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. This course is designed to provide a safe place for students to push themselves beyond the safe and familiar.

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

Learners of foreign languages have a clear goal of actual use of academic knowledge beyond the boundaries of the classroom. Frequent self-evaluations of 'real world skills' through contact with other Japanese language users and exposure to authentic materials, both oral and written, are encouraged.

8) Expand understanding and appreciation of human creativity and diverse forms of aesthetic and intellectual expression. (see 6)

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

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

One of the most obvious, yet seldom mentioned benefits of learning Japanese is that it helps learners to look at Asia, not collectively as an area of people who look like each other, but as a collection of separate nations and peoples. This facilitates sensitivity in dealing with different communities of the world. Also, in pursuit of language learning opportunities, students discover communities of Japanese speakers within the United States, opening doors to societies which had previously been hidden from them. In order to take full advantage of such rich opportunities, language acquisition is critical. This course is designed

to equip students with the skills and outlook to live and work effectively in an international environment.

Outline how this course relates to the overall program goals.

This course will be required for the Japanese Minor and also the Japanese Major. Students need three courses at the 200 level to fulfill requirements for both programs, and to proceed to the 300 level. Students can therefore take the JAPN201-202 sequence plus one other course of their choosing, whether that be a single-skill course like JAPN 200 (focusing on writing), or the Study Abroad course JAPN206, which focuses more on honorific grammar forms. The 201-202 sequence is thus designed to give all our students a solid foundation from which to proceed to the higher levels.

Instructor Chika Inoue

Reference: cinoue@udel.edu

[Course Inventory Home](#) ■ [Main menu](#) ■ [Logout](#)

**Status of new course JAPN202****Department Undergraduate** alg@udel.edu (Annette Giesecke)**Committee:** waiting for response**Submitter:** RHUTCH@UDELEDU (Hutchinson, Rachael Felicity)

Submitted, 10/7/2009

Course Details**Effective Term:** 10F**Course ID:** JAPN202**Course Title:** ADVANCED INT. JAPANESE II**College:** AS**Department:** Foreign Languages & Literature**Can this be taken
more than once
per term:** No**Credit Hours:** Fixed: 3**Max. Repeatable
Credits:** 3**Grade Type:** Standard**Multicultural:** No**First Year** No**Experience:****Discovery Learning
Experience:** No**Instructional
Format:** Lecture: 3**Course Catalog
Title:** Advanced Intermediate Japanese II**Long Description:** Second of the two-course series which form the core of 200-level Japanese. (The other is JAPN201.) The goal is to build upper intermediate level grammar, vocabulary, and Kanji with specific emphasis on fluency. All areas of language (listening, reading, speaking, and writing) are emphasized.**Prerequisites:** JAPN201**Justifications:** **Justify the need to initiate this course.**

Because of the relative difficulty of Japanese acquisition, it is prudent that our 200-level courses emphasize all areas of language, namely listening, reading, speaking and writing, in order to build a strong foundation. All 200-level courses currently in the catalog are for the development of specific skills such as writing or speaking. The need for four-skill courses have been felt by the faculty teaching the 200-level courses, yet there is no

such course in the catalog currently. The proposed two-course series (JAPN 201 and JAPN 202) will form the core of the 200-level experience, which other courses focused on specific skills will then complement.

The introduction of a firm sequence will also clarify student progression and expectations: at the moment, students are able to take any 200 level course in any order. By imposing an ordered sequence, students will know where to begin their studies and how to proceed. This will make advising and registration procedures more clear as well, for students and faculty. It will also create a final transcript that is easily understood by outside bodies. This is good for students in terms of future employment or graduate school admission, but also good for us in terms of internal and external program review. We are aiming for a program that is both cohesive and coherent, and an ordered sequence is a definite step in fulfilling this aim.

Identify and justify any effect on other courses in your department or in another department. Specifically list other departments chairpersons and/or faculty consulted and summarize results of discussion.

The impact of this course is almost exclusively within the Japanese program. JAPN202 is the second of the two-course sequence which form the core of the 2XX level experience. The other courses focused on specific skills (JAPN200: writing; JAPN205: conversation; JAPN209: situational Japanese) and JAPN206 which is only offered in Kobe would be offered to complement the core.

Japanese faculty as well as our Chair Richard Zipser were consulted in the creation of this sequence, and all discussion was very positive. This sequence will make for a more coherent program as well as providing ease in advisement.

Identify the main emphasis of the course and indicate the nature of the change.

To develop a strong foundation in all areas of Japanese language, to achieve advanced intermediate proficiency and to prepare students to become resourceful, independent learners so that learning does not stop when classes end. Students go beyond the familiar and socially predictable topics of the lower intermediate to the larger societal issues of the more advanced, such as education systems and public safety. Topics related to Japanese traditional and popular culture are discussed in the target language. Students learn to deal with situations that typically occur to independent adults, such as applying for jobs, giving directions, returning and exchanging merchandise, and reporting incidents to the police. Grammar such as honorifics, relative clauses, complex passive forms, causative forms, causative-passive forms, and various conditional forms are introduced. Approximately 100 new Kanji are introduced.

Outline how this course addresses one or more of the 10 goals of undergraduate education.

1) Attain effective skills in oral and written communication, quantitative reasoning, and the use of information technology. Development of effective oral and written communication in Japanese is the main focus of this course. Information

technology is used in all language courses for the word-processing of Japanese documents including e-mail and essays. The class, including all communication from the instructor, is in the target language. Students learn to use on-line dictionaries and other reference materials.

2) Learn to think critically to solve problems.

All 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 of translation into English. Compared to JAPN201, the target language used in this course is at a higher level and more natural, so the students have to learn to use resources other than the textbook to fully comprehend it.

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, this course includes group work on a regular basis, as students work in pairs or small groups for conversation and translation work. The honorifics are taught not just as a set of forms, but as a living working system used to manipulate adult relationships. Studying the honorifics prepares students to work collaboratively with native speakers of Japanese.

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

The learners at this level need to make a shift from a reactive, survival use of the target language to self-initiating, relationship-building use. The topics covered in this class teach students to be aware of social norms so that their linguistic production results in the desired outcome. Learners need to be aware of self in relation to the community and society they represent as well as the communities with which they come in contact. In this class, the discussion of 'appropriateness' is discussed more frequently than before, where the previous classes focused primarily on 'correctness.'

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

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

Students are exposed to diverse ways of thinking through the use of authentic materials in this class such as commercial advertisements, traditional comedy called Rakugo, and folklore, which reveal underlying differences, as well as surprising similarities, between different cultures.

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

Being able to use a foreign language to develop relationships

that last, not just to get through a situation, has its own rewards. It gives the learner a sense of accomplishment. It also helps learners take initiative in their own learning because they begin to be able to communicate sophisticated ideas and emotions. It is, however, easy for students to get discouraged at this proficiency level. The course is designed to balance the small-step accomplishments through concrete tasks, such as having to pass a series of vocabulary and Kanji tests, and the larger goals of spontaneous production of truly intermediate level written and spoken samples.

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

Learners of foreign languages have a clear goal of actual use of academic knowledge beyond the boundaries of the classroom. Frequent self-evaluations of "real world skills" through contact with other Japanese language users and exposures to authentic materials, both oral and written, are required.

8) Expand understanding and appreciation of human creativity and diverse forms of aesthetic and intellectual expression. (see 6)

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

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

One of the most obvious, yet seldom mentioned benefits of learning Japanese is that it helps learners to look at Asia, not collectively as an area of people who look like each other, but as a collection of separate nations and peoples. This facilitates sensitivity in dealing with different communities of the world. Also, in pursuit of language exposure opportunities, students discover communities of Japanese speakers within the United States, opening doors to societies which had previously been hidden from them. In order to take full advantage of such rich opportunities, language acquisition is critical. This course is designed

to equip students with the skills and outlook to live and work effectively in an international environment.

Outline how this course relates to the overall program goals.

This course is required for students in both the Japanese Minor and Japanese Major programs of study. By completing a two-course sequence at this level, students will be given a firm foundation in grammar and the four essential language skills (reading, writing, speaking and listening), which they can then complement with one other 200-level course before proceeding to the higher levels. By requiring the completion of JAPN201 before entering JAPN202, this will ensure a standardized level of language acquisition in each course and allow students to proceed at the same pace as their peers in learning and practicing the four skills. Once our students have achieved this intermediate standard, they will be in good shape to proceed to

single-skill courses like JAPN205 (conversation) or JAPN200 (writing) before going on to do the required 300-level course, JAPN301.

Finally, our new core grammar courses have a cohesion of numbering (201, 202, 301, 401) which is easy for students and faculty to follow.

Instructor Chika Inoue

Reference: cinoue@udel.edu

[Course Inventory Home](#) ■ [Main menu](#) ■ [Logout](#)

**Status of new course JAPN301****Department Undergraduate** alg@udel.edu (Annette Giesecke)**Committee:** waiting for response**Submitter:** RHUTCH@UDEL.EDU (Hutchinson, Rachael
Felicity)

Submitted, 9/23/2009

Course Details**Effective Term:** 10F**Course ID:** JAPN301**Course Title:** ADVANCED JAPANESE**College:** AS**Department:** Foreign Languages & Literature**Can this be taken
more than once
per term:** No**Credit Hours:** Fixed: 3**Max. Repeatable
Credits:** 3**Grade Type:** Standard**Multicultural:** No**First Year** No**Experience:****Discovery Learning
Experience:** No**Instructional
Format:** Lecture: 3**Course Catalog
Title:** Advanced Japanese**Long Description:** JAPN 301 introduces new grammar through conversation, kanji-writing skills, essay and letter writing. The textbook An Integrated Approach to Intermediate Japanese (Miura/McGloin, revised ed.) will be used in conjunction with a variety of reading materials.**Prerequisites:** Three JAPN courses at the 200 level, with the exception of JAPN 204.**Justifications:** **Justify the need to initiate this course.**

Japanese language courses currently taught at the 300 level are non-sequential and focus on singular language skills. Students can take the courses in any order, in either semester. This means that students in JAPN305 (conversation), for example, may either be coming straight from the 200 level or may have already completed JAPN355, creating a mixed-level student

base.

Not only do JAPN 305 and JAPN 355 thus include students at divergent levels, but both courses must also address basic 200-level kanji and grammar in the first week of recap work. We wish to institute JAPN 301 as the required starting point for students at the 300 level in the Fall, so all students in the class will be at the same level and can start at the same place in the textbook. Further, the content of JAPN 301 will focus on all four skills (listening, reading, writing and speaking) rather than focusing directly on one skill such as the JAPN 305 conversation course.

Identify and justify any effect on other courses in your department or in another department. Specifically list other departments chairpersons and/or faculty consulted and summarize results of discussion.

The establishment of JAPN301 will make it much easier for teachers of JAPN305 to focus specifically on conversation skills, and JAPN355 to focus on literature and reading, without having to address students' needs in all four skills of language learning. JAPN305 and JAPN355 would then complement the core grammar skills learned in JAPN301.

Identify the main emphasis of the course and indicate the nature of the change.

The main emphasis of JAPN301 will be to build on the grammatical skills learned in JAPN201 and JAPN202, in the four areas of listening, reading, writing and speaking. New grammar forms will be introduced through conversation, essay and letter writing, formal speeches and reading practice. Exercises and materials will come primarily from the textbook 'An Integrated Approach to Intermediate Japanese' (Miura/McGloin, revised ed.), supplemented by online audio files and kanji practice worksheets.

Outline how this course addresses one or more of the 10 goals of undergraduate education.

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

JAPN 301 is a grammar skills course, which addresses oral and written communication in the Japanese language. Information technology will be used in JAPN301 for the wordprocessing of Japanese-language documents, such as emails, letters, essays and speeches.

Goal 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.

Goal 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. The textbook used for 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.

Outline how this course relates to the overall program goals.

This course will be required for both the Japanese Minor and Japanese Major (Concentration in Japanese, FLL). JAPN301 is the course which consolidates learning from the 200 level and gives the students the foundation from which to progress to other courses at the 300 and 400 level which are more focused on singular skills. JAPN301 will be the central grammar course of the degree, providing a bridge from the 'advanced intermediate' 200-level to the demanding real-world challenges of reading newspapers and translating at the 400 level. Whether undertaking a Minor or Major program in Japanese, JAPN301 will give students the real building blocks of advanced language skill, which they can then apply to other courses at the 300 and 400 levels.

In terms of our goals in producing well-rounded students who can speak, read, write and understand spoken Japanese, JAPN301 addresses all four skills while allowing students the opportunity to practice both casual/informal Japanese (in conversation) as well as formal Japanese (in essays and oral presentations). This is the course where students put into practice what they have learned about honorific speech, and consolidate their learning of polite behaviour before going on to the 400 level.

Instructor Rachael Hutchinson
Reference: rhutch@udel.edu

[Course Inventory Home](#) ■ [Main menu](#) ■ [Logout](#)

**Status of new course JAPN401****Department Undergraduate** alg@udel.edu (Annette Giesecke)**Committee:** waiting for response**Submitter:** RHUTCH@UDEL.EDU (Hutchinson, Rachael Felicity)

Submitted, 9/25/2009

Course Details**Effective Term:** 10F**Course ID:** JAPN401**Course Title:** USING JAPANESE**College:** AS**Department:** Foreign Languages & Literature**Can this be taken
more than once
per term:** No**Credit Hours:** Fixed: 3**Max. Repeatable
Credits:** 3**Grade Type:** Standard**Multicultural:** No**First Year** No**Experience:****Discovery Learning
Experience:** No**Instructional
Format:** Lecture: 3**Course Catalog
Title:** Using Japanese: Issues in Contemporary Society**Long Description:** Provides advanced instruction in Japanese grammar at the 400 level. The latter half of the textbook 'An Integrated Approach to Intermediate Japanese' focuses on using Japanese to discuss social issues such as marriage, illness, careers for women, and internationalization. As such, it provides a good basis for students to build grammar as well as discuss issues through complementary materials at the instructor's discretion (newspapers, magazines, television and so on).**Prerequisites:** JAPN301 plus one other JAPN course at the 300 level.**Justifications:** **Justify the need to initiate this 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 go straight from the 300 level into challenging single-

skill courses on reading or translation, without the chance to consolidate their learning of advanced vocabulary, kanji or grammar.

The new course JAPN401 will allow students to finish the textbook 'An Integrated Approach' by Miura and McGloin. This is an excellent work, which progresses rapidly from the truly intermediate to the truly advanced level. We currently use the book in our 300 level courses, but the latter half of the book is far too advanced for that level. Students thus do not have the chance to finish the book in the current program of study. By completing the book in JAPN401, students would feel a sense of accomplishment and also gain the kanji necessary for reading in materials such as newspapers, magazines or literature.

Finally, the numbering of the course indicates our aim to strive for cohesion at every level, with a new set of grammar courses numbered JAPN 201, 202, 301 and 401.

Identify and justify any effect on other courses in your department or in another department. Specifically list other departments chairpersons and/or faculty consulted and summarize results of discussion.

Currently, JAPN455 is a catch-all course at the 400 level that alternates between translation skills and reading skills. By designating JAPN401 as the dedicated grammar skills course, and JAPN405 as a new dedicated translation course, JAPN455 will revert to its originally intended purpose, which was a course in literature appreciation and analysis.

JAPN401 thus provides a visible point of entry for students at the 400 level as well as preparing them for the more involved and demanding courses, JAPN405 (translation skills) and JAPN455 (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.

The Japanese faculty (Mark Miller, Mutsuko Shoge, Chika Inoue) as well as our FLL Chair Richard Zipser were all enthusiastic in their support of the proposed changes. A coherent, easily understandable core of grammar courses will be complemented by single-skill courses at every level, providing a well rounded education in the Japanese language as well as consolidating the fundamental grammatical structures.

Identify the main emphasis of the course and indicate the nature of the change.

The latter half of the textbook 'An Integrated Approach to Intermediate Japanese' focuses on using Japanese to discuss social issues such as marriage, illness, careers for women, and internationalization. As such, it provides a good basis for students to build grammar as well as discuss issues through complementary materials at the instructor's discretion (newspapers, magazines, television and so on).

Specific learning objectives for this course include:

- Understanding newspaper headlines, whether in print or online;
- Scanning and skimming articles for information;
- Skimming articles for the main argument;
- Discussing facts, statistics and opinion pieces;

Putting forward one's own argument in written and oral expression;
Debating with peers on social issues;
Learning about contemporary Japanese society.

Outline how this course addresses one or more of the 10 goals of undergraduate education.

Goal 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. Information technology is used in all language courses for the wordprocessing of Japanese-language documents, while JAPN 401 focuses specifically on internet and other electronic media use.

Goal 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.

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

In JAPN 401 the student is able to engage with issues in the Japanese community such as marriage, careers, illness and so on, and learn how to give their opinion while maintaining respect for the target culture.

Outline how this course relates to the overall program goals.

Our overall goal in the Japanese program is to produce students who understand the country of Japan and will be able to freely communicate with people from that country, whether in social or work situations.

JAPN401 is the last in the series of building blocks for Japanese grammar. For Japanese Minor students, who require only one 400-level course, this will be their final course. Finishing the textbook will be particularly important for this group. For Japanese Major students, this course provides the advanced language skills necessary to go on and complete JAPN405 (translation work, which addresses prewar Japanese language) and/or JAPN455 (literature analysis). For both sets of students, JAPN401 addresses all four language skills (listening, reading, writing and speaking), as well as providing the opportunity to learn about real-world issues in contemporary Japanese society. Students will learn how to use the internet to read the Japanese news and discuss news items in class. This gives students a connection to the 'real Japan' and an introduction to issues important to the Japanese people at the time of study. This means that students leaving UD after completing JAPN401 will be

able to adapt better to life in Japan if they plan to visit or live in the country. They will also be better suited to employment using their advanced skills in the Japanese language, as well as being be more sensitive to social expectations, issues and Japanese attitudes.

Instructor Rachael Hutchinson

Reference: rhutch@udel.edu

[Course Inventory Home](#) ■ [Main menu](#) ■ [Logout](#)

**Status of new course JAPN405****Department Undergraduate** alg@udel.edu (Annette Giesecke)**Committee:** waiting for response**Submitter:** RHUTCH@UDEL.EDU (Hutchinson,Rachael
Felicity)

Submitted, 10/14/2009

Course Details**Effective Term:** 10F**Course ID:** JAPN405**Course Title:** JAPANESE TRANSLATION**College:** AS**Department:** Foreign Languages & Literature**Can this be taken
more than once
per term:** No**Credit Hours:** Fixed: 3**Max. Repeatable
Credits:** 3**Grade Type:** Standard**Multicultural:** No**First Year** No**Experience:****Discovery Learning
Experience:** No**Instructional
Format:** Lecture: 3**Course Catalog
Title:** Japanese Translation: Theory and Practice**Long Description:** This course explores the major issues in translating a Japanese literary text into English, including synonym choice, literal versus loose translation, poetic license and the tense-aspect controversy. Students will find their own method of translation, balancing creative expression with accuracy and fidelity to the text.**Prerequisites:** JAPN301 and at least one other 300-level JAPN language course.**Justifications: Justify the need to initiate this course.**

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.

In terms of why we need a translation course in the Japanese program, we believe that translation from one language into another provides an intensive, challenging and interesting exploration of the source language (SL). Detailed analysis of sentence structure, kanji and vocabulary choice, and linguistic rhythm is possible via a translation study in a way that is impossible to achieve through standard literary analysis. At the moment we do not offer any courses in translation studies with a designated course number, but translation is considered such an important skill in language learning that we feel it deserves its own course. Translation skills are also necessary for both graduate school and employment in the Japanese sector, so we aim to furnish our students with the best and most thorough education possible for their future careers.

Finally, this course will be the one place in the Japanese program where students will learn about the classical Japanese language. We do not have the faculty expertise or the library resources to support teaching of the true classical language at UD, but training in literature of the Meiji period (1868-1912) can address prewar forms that approximate the classical structures. Students in this course will become familiar with prewar kanji and verb endings, which demonstrates the richness of the Japanese written language and provides a good foundation for further study at the graduate level.

Identify and justify any effect on other courses in your department or in another department. Specifically list other departments chairpersons and/or faculty consulted and summarize results of discussion.

Making 'Japanese Translation' a stand-alone course will have very positive benefits at the 400 level in Japanese. JAPN401 will be able to focus purely on the four language skills (reading, writing, listening and speaking) while JAPN455 will be able to focus on literary analysis through 'special topics' that vary from year to year. Students will thus have a clear choice of grammar, literature or translation studies at the 400 level.

The Japanese faculty as a whole was consulted on the matter, as was our Chair Richard Zipser, and all were very enthusiastic about the idea of three different courses at the 400 level.

There will be no effect on other courses in other departments.

Identify the main emphasis of the course and indicate the nature of the change.

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.

One of the most important topics covered in this course will be the introduction of semi-classical written Japanese, to which the students have had no prior exposure. Pre-1945 Japanese language has much in common with true classical Japanese, especially in the complex kanji and different word endings. Students will be introduced to old kanji forms as well as old hiragana combinations that approximate modern diphthongs. They will also learn the old negative forms -nu and -zu as well as older adjectival and gerund forms such as -taru. Other words now not in common use (e.g. 'no gotoku' for 'you ni') will provide a gateway for students to read and understand older literature on completion of the course.

Outline how this course addresses one or more of the 10 goals of undergraduate education.

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 through assignments such as essays and speeches, as well as day-to-day discussion of translation theory and method. Information technology is used in all language courses for the word-processing of Japanese-language documents, while 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.

JAPN 405 perhaps most directly addresses problem-solving in the Japanese 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.

While translation is in many ways an individual endeavour, as the student must arrive at their own individual interpretation of a text, JAPN 405 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 translations.

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

JAPN405 is interesting in this regard because we are constantly asking ourselves what is our responsibility to the original author of the text, as well as to our audience. How do we best stay 'true' to the author's ideas and expression, while allowing our readers to understand and enjoy the text? This responsibility is an essential part of our discussion in the course, and it is interesting to see students' varied responses to the question.

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.

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

In the upper-level language courses of the Japanese 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.

Outline how this course relates to the overall program goals.

This course is not required for either the Major or the Minor in Japanese, but provides one option for students to fulfill their credit requirements at the 400 level for the Japanese Major. Students can take up to 9 credits at the 400 level, so by offering JAPN401, JAPN405 and JAPN455 it allows for students to fulfill this option. Due to its challenging nature, this course provides both a summative environment where students can apply what they have learned in earlier courses such as JAPN355 (literature), JAPN401 (grammar) and JAPN455 (literature), as well as a gateway to further study of the Japanese classics at the graduate level.

Instructor Rachael Hutchinson

Reference: rhutch@udel.edu

Supporting Documentation for the Proposed Concentration in Japanese Studies

1. Provisional Approval of New Programs/Majors -- Resolution for the Faculty Senate Agenda

WHEREAS, the proposed major in Japanese studies fits the mission of the University of Delaware in its rigor and global outlook, and

WHEREAS, the need for the major may be seen from student demand, rising enrollments, the desire for faculty to make best use of their expertise, and the prominence of our Japanese National Honor Society students in the annual listings of the Association of Teachers of Japanese (where University of Delaware had the third highest number of such students in the nation this year), and

WHEREAS, the proposed major will compare favorably with similar programs in the region offered at Rutgers, Swarthmore, Ursinus College, the University of Pennsylvania and elsewhere, and

WHEREAS, the proposed major can be taught and supported with existing faculty and library resources, be it therefore

RESOLVED, that the Faculty Senate approves provisionally, for four years, the establishment of a new major in Japanese Studies leading to the BA degree in Foreign Languages and Literatures, effective September 1, 2010.