Institution: University of Georgia

School/College/Division/Institute: Arts & Sciences

Department: Comparative Literature

Name of Proposed Program: Bachelor of Arts in Chinese Language and Literature

Degree: B.A.  Major: Chinese  CIP Code 170

Starting Date: Fall of 2004

Institutional mission
1. Does this program further the mission of your institution?
   Yes, it will further diversify and internationalize the curriculum and educational
   experience at UGA and promote the interdisciplinary aspirations of students, especially
   those in international business, to double major in Chinese language and literature.

2. Will the proposed program require a significant alteration of the institutional
   mission?
   No, it would in fact support the mission.

3. Will the program require the addition of a new organizational unit to the institution
   (e.g. college, school, division or department)?
   No, the program will be housed in the Comparative Literature Department which
   currently administers the Asian Language Programs and employs the faculty involved.

4. Is it likely that a SACS visit for substantive change will be necessary?
   No, there are no specific accreditation criteria established for Chinese Language and
   Literature.

5. How does the proposed program help meet the priorities/goals of your strategic plan?
   It will enhance the ability of the University of Georgia to provide its students with a
   broader and deeper international education to better compete in the global economy and
   live in a world that is made daily more interdependent by information technology.

6. Will this proposal require an addition or change in your institution’s strategic plan?
   No, it would in fact contribute centrally to that plan.
7. Will the program require an increase in state appropriation within the next five years?
No, the Comparative Literature Department already employs the faculty involved and administers the relevant courses and programs.

8. If this is a baccalaureate program, will you be asking for an exception to the 120 hour expectation or to the core curriculum?
No, in designing the program we have adhered to the 120 hour requirement.

9. Are there program delivery formats that will be new or different for your institution?
No, all classes in Chinese language and literature required for the major are taught in regular classrooms and in a fully equipped computer lab.

Need
1. Provide a brief justification for why the state needs graduates from this program and for why the University System needs this program. Give a brief justification for why your institution should offer the program.
In spite of China’s rising economic and political influence, Chinese remains a “less commonly taught language” in Georgia and the United States. To meet the challenges of a world that has been made daily more interdependent by information technology and a marketplace that is becoming increasing global, it is imperative that UGA create a Major in Chinese Language and Literature. Such a degree program will provide current and future graduates with a broader global academic experience, deepen their appreciation of Chinese culture and tradition, and enable them to better live and work in the 21st century. Only a handful of institutions besides UGA offer Chinese language courses in the University System. As pointed out by the UGA strategic plan, “globalization . . . affects nearly every aspect of life” and “the study of the art, history, literature, language, business, politics, religion and the culture of other countries . . . is now a fundamental part of the education necessary for success in any profession.” For UGA as flagship institution to fulfill its mission and meet the strategic needs of the state it must lead in creating an undergraduate major in Chinese Language and Literature.
The Comparative Literature Department at UGA is well positioned to offer an undergraduate major in Chinese Language and Literature. The Department has two associate professors and one assistant professor teaching in the Chinese Language Program and offers three full years of courses in Chinese language and six courses in East Asian Literature. In proposing this program we have created five fourth-year level courses in Chinese. A successful minor in Chinese Language and Literature is already in place. A major will support the activities of the UGA Center for Asian Studies and attract students from its affiliated programs. Students of Chinese at various levels of competency can at this point take part in a one-year non-degree exchange program at National Taiwan University, and in a one-year study abroad program and a summer study program in the People’s Republic of China. A fully equipped language lab in the Joseph E. Brown Hall which houses the Comparative Literature Department makes it possible for the Chinese Language Program to apply state of the art technology to computer assisted instruction.

2. If the program is applied or professional in nature, describe the kind of data you will
use to support the need for the program.
N/A.

3. Provide a brief description of whether and why students will enroll in the program.
What kinds of data do you intend to use to show student demand for the program?
Student interest and enrollment in Chinese language and literature at UGA have grown steadily and the demand for a major has intensified. We anticipate this growth and demand to dramatically increase once a major in Chinese Language and Literature is introduced into the undergraduate curriculum. We intend to use the number of students majoring in this program to show the demand.

Students
Estimate the number of students who will graduate annually from the program in the steady state. What percentage will likely be from other existing programs? Which programs will the students come from?
We estimate the number of students who will graduate from this program to range from 10 to 30 per year over the next five years. The Chinese language courses we offer serve students from all parts of Georgia and from disciplines as varied as business, education, English literature, government, law, the biological, environmental, social, and physical sciences, visual and performing arts, and veterinary medicine. We expect 2/3 of the majors to come from these programs and 1/3 from comparative literature.

Budget
1. Estimate the steady-state cost of the program (in current dollars) and indicate the percentages from reallocation, student fees, grants, and outside dollars.
There will be no reallocation of existing resources and there will be no requests for additional resources for the next three years.

2. Estimate start-up costs for the program and indicate possible fund sources.
There will be no need for start-up support.

Facilities
If additional facilities are needed, how they will be acquired.
No additional facilities are needed.

Curriculum and delivery
1. Are there special characteristics of the curriculum (as compared to similar programs)?
No, the curriculum of the proposed program is comparable to similar programs.

2. Will the program require new or special student services?
No, the program will serve the students the same way as its host department has served them.

3. Will the program be attractive to under served populations?
Yes, the program will be particularly attractive to Asian American students who have been asking for such a major for years.
Collaboration
It should be noted here that efficient use of state resources is an essential ingredient in new program approval. If there is any doubt about how you will address the questions below, a conference is recommended.

1. If there are similar programs in your service area, how will the proposed program affect them?

No public institution in the state of Georgia offers a major in Chinese language and literature.

2. Do you plan a collaborative arrangement with another institution or entity?
We have been working with other System institutions to promote a summer study program in China.

Other
Are there other elements of the proposed program that might give the staff greater insight into the overall value of this program to the University System strategic plan?
The proposed program will promote student participation in Study Abroad and International Studies Programs. It will also help UGA realize its goal to increase the “percentage of undergraduates graduating with conversational foreign language competency” from 4-6% to the projected benchmark of 25-30% by 2010.
The University System of Georgia
Chinese Language and Literature Major

Institution: The University of Georgia                      Date: April 21, 2003
School/Division: The Franklin College of Arts and Sciences
Name of Proposed Program: Bachelor of Arts in Chinese Language and Literature.
Degree: B.A.          Major: Chinese          CIP Code:
Starting Date: Fall of 2003

Signatures:

[Signatures]

Department Heads                      Dean of the College                      Dean of Graduate School
1. Program Abstract

The Strategic Plan of the University of Georgia identifies the challenge of workforce development as “the highest immediate priority of business leaders throughout Georgia” and the challenge of globalization as “the hallmark of the 21st century.” The Plan also calls attention to “a present and accelerating shortage of personnel possessing sufficient language skills—in Spanish and Asian languages in particular” and to the demand of employers for “graduates who speak the languages of their new and future customers, such as Spanish and Chinese” and “who know how to communicate, on-and-off line, with people from cultures other than our own.” An undergraduate major in Chinese Language and Literature will enhance the ability of the University of Georgia to provide its students with the requisite knowledge and skills to better meet these needs and challenges.

The undergraduate major in Chinese Language and Literature will:

- develop students’ proficiency in the speaking, reading, writing and aural comprehension of the Chinese language.
- deepen students’ knowledge of Chinese literature and its relation to other Asian literatures.
- increase students’ understanding of Chinese culture and its relation to other Asian cultures.
- promote student participation in Study Abroad and International Studies Programs.
- extend the global reach of the Comparative Literature Program.
- facilitate the realization of the University’s goal of raising the “percentage of undergraduates graduating with conversational foreign language competency” from 4-6% to the projected benchmark of 25-30% by 2010.
The Comparative Literature Department is well positioned to offer an undergraduate major in Chinese Language and Literature. The Department has two associate professors and one assistant professor teaching in the Chinese Language Program and offers three full years of courses in Chinese language and six courses in East Asian Literature. A successful minor in Chinese Language and Literature is already in place. A major will support the activities of the Center for Asian Studies and attract students from its affiliated programs. Students of Chinese at various levels of competency can at this point take part in a one-year non-degree exchange program at National Taiwan University, and in a one-year study abroad program and a summer study program in the People’s Republic of China. A frilly equipped language lab in the Joseph E. Brown Hall which houses the Comparative Literature Department makes it possible for the Chinese Language Program to apply state of the art technology to computer assisted instruction.

2. Objectives of the Program

The undergraduate major in Chinese Language and Literature will foster the students’ understanding of Chinese society and culture and thereby prepare them to participate more fully in the global society of the 21st century. It will contribute to the expansion of the international dimension of the University’s academic disciplines and programs and enable the University to respond more fully to the evolution of the state’s educational, social, and economic needs. It will provide the students with the knowledge and skills they need to compete in a global economy that is becoming daily more interdependent and complex.
3. Justification and need for the program

a. As Atlanta emerged as one of the major metropolitan forces in North America in the 90s China by some calculations (in terms of parity purchasing power, for example) has become arguably the third largest economy in the world.

Even in traditional dollar terms or by conventional GDP standards, China still ranks sixth. For more than three decades since 1970 China has occupied a permanent seat in the Security Council of the United Nations and recently became a member of the World Trade Organization. Twenty percent, or 1.3 billion, of the world population is Chinese and 900 millions of them speak Mandarin Chinese. In spite of China’s rising economic and political influence, however, Chinese remains a “less commonly taught language” in Georgia and the United States. To meet the challenges of a world that has been made daily more interdependent by information technology and a marketplace that is becoming increasing global, it is imperative that UGA create a major in Chinese Language and Literature. Such a degree program will provide current and future graduates with a broader global academic experience, deepen their appreciation of Chinese culture and tradition, and enable them to better live and work in the 21st century.

b. Student interest and enrolment in Chinese language and literature have grown steadily and the demand for a major has intensified. A total of one hundred and seven students enrolled in Chinese language courses last fall, and eighty-seven this spring, a figure that represents the highest retention rate in the history of the program. By comparison there were eighty-eight Chinese language students in fall 2001 and sixty-one in spring 2002.
Enrollment in East Asian literature has also been consistently strong. There were two hundred twenty-two students enrolled in six courses in 2001-2002, and one hundred and ninety in five courses in 2002-2003. We anticipate these figures to dramatically increase once a major in Chinese Language and Literature is introduced into the undergraduate curriculum. It should at least rival the highly successful Major in Japanese Language and Literature which attracted twenty-three students last fall (F02) and listed eighteen this semester (S03). As the global influence of China increases, however, it is quite conceivable that the Chinese major could grow even larger than its Japanese counterpart. The Chinese language courses we offer serve students from all parts of Georgia and from disciplines as varied as business, education, English literature, government, law, the biological, environmental, social, and physical sciences, visual and performing arts, and veterinary medicine. Only a handful of institutions besides UGA offer Chinese language courses in the University System. As pointed out by the Strategic Plan, “globalization’ . . . affects nearly every aspect of life” and “the study of the art, history, literature, language, business, politics, religion and the culture of other countries...is now a fundamental part of the education necessary for success in any profession.” For UGA as flagship institution to fulfill its mission and meet the strategic needs of the state it must lead in creating an undergraduate major in Chinese Language and Literature.

c. The University of Georgia has a well functioning student exchange program with National Taiwan University and it has been exploring the possibility of developing a comprehensive exchange program with Nanjing University in China. If and when such a program is established students at UGA will be able to take advantage of facilities and resources yet another top-ranked
Chinese institution that have been enjoyed by their peers at Johns Hopkins. A major in Chinese Language and Literature will complement other Asian Language Programs in the Comparative Literature Department and strengthen its literature component.

d. Please see the attached letter of support from Professor Gary Bertsch, Interim Head and Director, Center for International Trade and Security.

e. No public institution in the state offers a major in Chinese Language and Literature. Emory is the only private institution offering such a major.

4. Procedures used to develop the program
Describe the process by which the institution developed the proposed program.

In 1981 Dean Payne of the Franklin College of Arts and Sciences created a Committee to study college resources in non-Western languages and area-studies. The committee concluded that a major effort should be made to establish modern Asian languages at the University and in the College. The priority for these languages was: 1) Chinese, 2) Japanese, and 3) Arabic.

In 1982, Dr. Prof. C.W. Pannell prepared a U.S. Department of Education, Title 6 proposal to seek funding for Asian language development at the University. This proposal titled “Undergraduate Chinese and East Asian Studies” was submitted during the Fall of 1983. The main goal of the proposal was to secure funding for a new position in Chinese language and culture, and to secure a commitment from the College to continually fund the development of the Chinese Language
Program. The proposal sought approximately $90,000 for two years, and was funded for $85,000. After the expiration of the grant, the College made the position permanent. In 1987 The Center for Asian Studies was established and in 1988, three Asian Language and Literature scholars were hired in tenure-track positions, and in 1998 another position for Chinese language and Literature was filled, which brought the number of Asian language scholars to four.

The Chinese Language Program developed steadily and today it has three fulltime faculty and 4 Teaching Assistant positions to instruct 125 students.

5. Curriculum
List the entire course of study required and recommended to complete the degree program. Give a sample program of study that might be followed by a representative student. Indicate also the existing courses and any new courses that will be added. Append a course description for existing courses as well as new courses that will be added.

CHINESE LANGUAGE AND LITERATURE (A.B.)

Semester Degree Requirements

Entrance Requirements for the Major

Semester Core Curriculum
(Selected with the advice of an academic advisor)

Areas A B C D E 42 hours
Area F 18 hours

Major Requirements 60 hours

College-wide requirements must be satisfied in order to graduate with this major

TOTAL DEGREE HOURS 120
Area A - Essential Skills (9 hours)

Area A is satisfied by students completing nine hours from the following list. Students must take ENGL 1101 and ENGL 1102 and will select a three-hour math course in consultation with an academic advisor.

ENGL 1101
ENGL 1102
MATH 1101

Area B - Institutional Options (4-5 hours)

Area B is satisfied by electives selected by the student with approval of an academic advisor.

Area C - Humanities/Fine Arts (6 hours)

PREFERRED COURSE: At least one 2000-level literature course - (take under general electives if not taken in Area C).
Area C is satisfied by completing two of the following courses. Students may select one course from the Fine Arts list and one from the Humanities list, or students may select two courses from different departments in the Humanities list.

Fine Arts

<table>
<thead>
<tr>
<th>ARHI 2100</th>
<th>DANC 2010</th>
<th>DRAM 2130</th>
<th>MUSI 2060</th>
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<tr>
<td>ARTS 2000</td>
<td>DRAM 2000</td>
<td>MUSI 2020</td>
<td>MUSI 2080</td>
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<td>ARTS 2050</td>
<td>DRAM 2120</td>
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Humanities

<table>
<thead>
<tr>
<th>CLAS 1000</th>
<th>CMLT 2500</th>
<th>LING 2100</th>
<th>RELI(AFAM) 2005</th>
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</thead>
<tbody>
<tr>
<td>CLAS 1010</td>
<td>EDES 2510</td>
<td>PHIL 1000</td>
<td>ROML 2550</td>
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<tr>
<td>CLAS 1020</td>
<td>EDES 2520</td>
<td>PHIL 1500</td>
<td>RUSS 2050</td>
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<td>CLAS(LING) 2010</td>
<td>ENGL 2310</td>
<td>PHIL 2200</td>
<td>SPCM 1100</td>
</tr>
<tr>
<td>CMLT 2111</td>
<td>ENGL 2320</td>
<td>PHIL 2400</td>
<td>SPCM 1500</td>
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### Foreign language courses

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<th>Course</th>
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<tr>
<td>CMLT 2210</td>
<td>CMLT 2330</td>
<td>RELI 1001</td>
<td>Foreign language courses</td>
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<tr>
<td>CMLT 2212</td>
<td>ENGL 2340</td>
<td>RELI 1002</td>
<td></td>
</tr>
<tr>
<td>CMLT 2220</td>
<td>ENGL 2400</td>
<td>RELI 1003</td>
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<tr>
<td>CMLT 2400</td>
<td>ITAL 2500</td>
<td>RELI 2004</td>
<td></td>
</tr>
</tbody>
</table>

### Area D - Science, Mathematics, and Technology (10-11 hours)

Area D for Non-Science Majors (including Sociology and Psychology) -- ten or eleven hours

Select one course from the four-hour science course list and one course from the three-hour science course list or select two courses from the four-hour science course list. Select one course from the mathematics, science, or technology course list.

#### Area D -- Four-hour science course with laboratory

<table>
<thead>
<tr>
<th>Course</th>
<th>Course</th>
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<th>Course</th>
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<tbody>
<tr>
<td>ASTR 1010</td>
<td>BTNY 1220</td>
<td>CHEM 2211</td>
<td>GEOL 1121L</td>
</tr>
<tr>
<td>ASTR 1010L</td>
<td>CHEM 1110</td>
<td>CHEM 2211L</td>
<td>GEOL 1122</td>
</tr>
<tr>
<td>ASTR 1020</td>
<td>CHEM 1110L</td>
<td>CHEM 2212</td>
<td>GEOL 1122L</td>
</tr>
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<td>ASTR 1020L</td>
<td>CHEM 1211</td>
<td>CHEM 2212L</td>
<td>GEOL 1250-1250L</td>
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<tr>
<td>BIOL 1103</td>
<td>CHEM 1211L</td>
<td>CSCI 1301-1301L</td>
<td>GEOL 1260-1260L</td>
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<tr>
<td>BIOL 1103L</td>
<td>CHEM 1212</td>
<td>ECOL 1000-1000L</td>
<td>MARS 1010-1010L</td>
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<td>BIOL 1104</td>
<td>CHEM 1212L</td>
<td>GEOG 1111</td>
<td>MARS 1020-1020L</td>
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<td>BIOL 1104L</td>
<td>CHEM 1411</td>
<td>GEOG 1111L</td>
<td>PHYS 1111-1111L</td>
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<td>BIOL 1107-1107L</td>
<td>CHEM 1411L</td>
<td>GEOG 1112</td>
<td>PHYS 1112-1112L</td>
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<td>BIOL 1108-1108L</td>
<td>CHEM 1412</td>
<td>GEOG 1112L</td>
<td>GEOG 1112L</td>
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<tr>
<td>BTNY 1210</td>
<td>CHEM 1412L</td>
<td>GEOG 1113</td>
<td>PHYS 1212-1212L</td>
</tr>
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<td>BTNY 1210L</td>
<td>CHEM 2100</td>
<td>GEOG 1113L</td>
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<tr>
<td>BTNY 1220</td>
<td>CHEM 2100L</td>
<td>GEOL 1121</td>
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</table>
Area D -- Three-hour science course with or without a laboratory

(Some of the following three-hour laboratory science courses have optional laboratories. See Area D four-hour science course list.)

<table>
<thead>
<tr>
<th>ASTR 1010</th>
<th>ASTR 1870</th>
<th>BTNY 1220</th>
<th>GEOG 1125</th>
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<tr>
<td>ASTR 1020</td>
<td>BIOL 1103</td>
<td>GEOG 1111</td>
<td>GEOL 1121</td>
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<tr>
<td>ASTR 1420</td>
<td>BIOL 1104</td>
<td>GEOG 1112</td>
<td>GEOL 1122</td>
</tr>
<tr>
<td>ASTR 1660</td>
<td>BTNY 1210</td>
<td>GEOG 1113</td>
<td>PHYS 1010</td>
</tr>
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</table>

Area D -- Three or four-hour mathematics, science, or technology courses

<table>
<thead>
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<th>BIOL 1108-1108L</th>
<th>CSCI 1100-1100L</th>
<th>MATH 2200</th>
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<tbody>
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<td>BTNY 1220</td>
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<td>CSCI 1210</td>
<td>PHYS 1112-1112L</td>
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<tr>
<td>BTNY 1220L</td>
<td>CSCI 1301-1301L</td>
<td>MATH 2210</td>
<td>STAT 2000</td>
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<td>MATH 2210L</td>
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<tr>
<td>CHEM 1212L</td>
<td>MATH 1113</td>
<td>PHIL 2500</td>
<td></td>
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</table>

Area E - Social Sciences (12 hours)

Students will select four courses from at least two departments from the list below: (Students who have not met the Georgia and U.S. Constitution requirement by examination should enroll in POLS 1101.)

(A passing grade on an examination on the history of the United States and Georgia is required to satisfy the United States and Georgia History Requirement for all persons receiving a baccalaureate degree from the University, unless exempted by one of the following courses: HIST 2111, HIST 2112. Examinations are given to freshmen during orientation and twice each semester by the History Department. Reexamination is permitted. Examination dates are announced in the Schedule of Classes.)

| AAEC 2580 | GEOG 1101 | HIST 2302 | PSYC 2100 |
Area F - Courses Related to the Major (24 hours)

CHNS 1001
CHNS 1002
CHNS 2001
CHNS 2002
CHNS 3010
CHNS 3020

Two 2000-level literature courses (Three hours may be satisfied under Area C in the core.)
Remaining hours taken in courses relevant to the study of language and literature, to be selected from transferable 1000/2000-level courses in AFAM, ARTS, CLAS, DRAM, ENGL, FREN, GREK, GRMN, HIST, ITAL, JPNS, KREN, LATN, LING, MUSI, PHIL, PORT, RELI, ROML, RUSS, SPAN, SWAH, WMST, YORB.

Entrance Requirements

Completion of Core Areas A-E and Area F.

Major Requirements

A baccalaureate degree program must require at least 21 semester hours of upper division courses in the major field and at least 39 semester hours of upper division work overall.
Required Courses - 33 hours

Choose four upper level Chinese language/literature courses from the following (12 credit hours)

CHNS 4110
CHNS 4120
CHNS 4190
CHNS 4500/6500
CHNS 4600/6600

Choose four Asian Literature/Cinema courses from the following (12 credit hours)

<table>
<thead>
<tr>
<th>CMLT 3220</th>
<th>CMLT 4600/6600</th>
<th>CMLT 4620/6620</th>
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</thead>
<tbody>
<tr>
<td>CMLT 4220/6220</td>
<td>CMLT 4610/6610</td>
<td>JPNS 4500/6500</td>
</tr>
</tbody>
</table>

Choose three Asian Culture courses from the following: (9 credit hours)

ARHI 3040
ARHI 4620/6620
ARHI 4930/6930 (Allowed for the major requirement if the course is about Asian art.)
CMLT(ANTH) 3180
GEOG 4740/6740
GEOG 4730
HIST 3061
HIST 3062
HIST 3661
HIST 3662
HIST 3663
HIST 3670H
HIST 3680H
HIST 4600/6600
POLS 4390
RELI 3300
RELI 4401/6401
RELI 4402/6402
RELI 4403/6403
RELI 4404/6404
RELI 4910/6910

General Electives - 21 hours

(Refer to College-wide requirements when selecting general electives.)
6. **Inventory of faculty directly involved**

   a. **Name:** Dr. Dezso Benedek  
      
      **Rank:** Associate Professor, Director of the Asian Language Programs  
      **Academic discipline:** Asian Language Pedagogy, Asian Cultural Anthropology  
      **Institutions attended:** Pennsylvania State University, National Taiwan University, Kansai University of Foreign Studies.  
      **Degrees earned:** Ph.D. Pennsylvania State University

   b. **Current workload for typical quarter, including specific courses usually taught:**  
      
      3 courses per academic year, and administrative duties.  
      CHNS 1001 Elementary Chinese  
      CMLT/ANTH 3180 Introduction to East Asian Cultures  
      CMLT/ANTH 3190 Myth in Asian Culture

   c. **Scholarship and publication record for the past five years:**

      **Books authored and co-authored:**  
      * *First Step in Korean.* A Korean language manual, presently used for instruction at UGA in the 2 sections of 101 of Korean (KREN) 1001, and in 1 section of KREN 1002.  


Books translated and co-translated:


Book Reviews:
The Poetry of Ryuichi Tamura. American Literary Translator’s Association (ALTA) Translation Review. University of Texas at Dallas, Number 59, 2000
ASIAN LANGUAGES -Instructional Material Development

In use at present as the first distance learning Chinese language course of the University of Georgia

In use at present as the first distance learning Chinese language course of the University of Georgia.

*LinguaTime - in Korean* 1997

d. Professional activity

August Sept. 27, 2000 “Ethnography of the Central and East European Gypsies.”
UGA Honors.

October 18-22, 2000 Organizer of the Japanese and Korean literary translators’ panel at the annual meeting of ALTA, in SanFrancisco. Chair of the Japanese, Korean, Indonesian, Malay and Filipino Panels. Chair of one section of the Bilingual Reading Panels.
October 6, 2000  Foreign Exchange Programs. Talk at the annual UGA International Education Conference.

June 14, 2000.  Talk (in Hungarian) at the International Distancelearning Conference at the Technical University of Budapest. (Video version on CD).

Sept. 29, 1999 “The Livelihood and the Music of Central and East European Gypsies.” UGA Center for Humanities and Arts.

Sept. 27, 1999 “The Languages and Cultures of the Central and East European Gypsies.” UGA School of Education.

December 5, 1998 “The Translation of East European Poetry.” Winter Diary, by Barn Karoly. Bilingual Reading Session. At the annual meeting of ALTA, in Guadalajara, Mexico.

December 4, 1998 “Culture Loss and the Vietnamese Writing System.” Presentation at the Asian workshop of the annual meeting of ALTA, in Guadalajara, Mexico.

December 3, 1998 Organizer of the Japanese and Korean literary translators’ panel at the annual meeting of ALTA, in Guadalajara, Mexico. Chair of the Japanese panel.

September 20, 1998 “The Nuts and Bolts of Foreign Student Exchange with
China and Japan.” Talk at the annual UGA International Education Conference.

March 8, 1998 “Copyright in Eastern and Central Europe.” International Copyright Conference at Universitatea Babes-Bolyai. Cluj, Romania, (Presentation in Romanian).

e. Expected responsibilities in this program
language teaching, coordinate course assignments and teaching activities, supervision of Teaching Assistants.

a. Name: Kam-ming Wong

Rank: Associate Professor

Academic discipline: Chinese Language and Literature

Institutions attended:
1969-71 Assistant Professor, University of Iowa.
1971-74 Instructor, Cornell University.
1974-77 Assistant Professor, Cornell University.
1984-86 Acting Assistant Professor, Cornell University.
1988-92 Assistant Professor, Comparative Literature, University of Georgia.

Degrees earned: Ph.D., Cornell University, 1974.

b. Current workload for typical quarter, including specific courses usually taught:
Four courses per academic year
c. Scholarship and publication record for the past five years:

Chapters in Books


“Round Table Discussion: Reflections on Self-consciousness Development,” (St. Petersburg, Russia: EIDOS, 2001), 30-33.

“Retroactive Lyricism/Eternal Return: Lu Xun, Darwin, and Nietzsche,(co-authored with Chung-min Tu),in International Readings in Theory, History and Philosophy of Culture(St. Petersburg, Russia: EIDOS,2001),No. 11 ‘pp.2 15-226.

Commentaries and an essay entitled “Images of Women in Hongloumeng Cao Xueqin’s Dream of the Red Chamber),in Dream of the Red Chamber: An Experience in Traditional Chinese Aesthetics, a catalogue for an exhibition of twelve figure paintings by An Ho (Atlanta, GA: The Oglethorpe University


d. Professional activity:

**Creative contributions other than formal publications:**

Two lectures: “The Road Less Traveled By: The Lyrical Turn of Cao Xueqin’s *Dream of the Red Chamber,*” and “Romancing the Stone: Naming *Dream of the Red Chamber* in the Name of Confucius:’ presented on November 2 and 16 at the Oglethorpe University Museum of Art, Atlanta, GA.
Areas in which research is done:
Chinese narrative traditional and modern from a comparative perspective with emphasis on lyric fiction, autobiography, feminism, inter-textuality and the self.

Convention papers:
“Saving the Children: Making a Difference with Eternal Return in Chinese and Asian American Literature,” to be presented at the International Congress on Philosophy and Culture, 7-12 October, 2003, St. Petersburg, Russia.


“The Road Less Traveled By: Rectifying Liu E’s Laocan Youji in the name of

“Retroactive Lyricism/Eternal Return: Lu Xun, Darwin, and Nietzsche” (co-authored with Chung-min Tu), presented as a keynote address at Wong, K.M., C.V., p.5 the Eighth International Symposium on Philosophy and culture, St. Petersburg, Russia, Sept. 17-21, 2000.


“Stereotype, Internment, and the Bomb: Attuning the Stone in Joy Kogawa’s Obasan” (co-authored with chung-min Tu), presented as a keynote address at the “Symbols,Images, and Stereotypes of Contemporary Culture” symposium, St. Petersburg, Russia, August 24-31, 1999.


e. Expected responsibilities in this program:
Teaching Chinese Language and Literature

a. Name: Karyn Myhre
   
   Rank: Assistant Professor
   
   Academic discipline: Chinese Language and Literature
Institutions attended:
1999-2001 Grinnell College,
1996-1998 Swarthmore College

Degrees earned: Ph.D., UC Berkeley, 1998

b. Current workload for typical quarter, including specific courses usually taught:
4 courses per academic year

c. Scholarship and publication record for the past five years:

Essays and Articles:

Essays and Articles in Refereed Publications


d. Professional activity:
Conference Papers:

(Picturing Spin. Buddhist Images of Gods, Ghosts and Demons)
(Conference on Merit, Opulence, and the Buddhist Network of Wealth, June 2001, Peking University, Beijing)


Organizer and presenter for panel:
“Memory and the Written Record,” paper title: “Recollections of Performance.” Association for Asian Studies, March 1999, Boston.


“Rites of Performance: Ghosts in Dreams in Yuan zaju” Association for Asian Studies, April 1996, Honolulu.

Sense and Context:
Political Humor in Song Courts. Song History Seminar, National Central Library, Taipei, Taiwan, December 1995).

“Butterfly Confusion” American Oriental Society, Western Branch, October
1994, Portland.

“Seductive Specters: Ghosts of Women in Yuan Drama”


**Recent Invited Lectures:**


“Ghosts and Ambiguity in Traditional China” Center for Asian and Pacific Studies University of Iowa, Iowa City IA, April 2000.

“The Female and the Feminine in Yuan Drama” University of Melbourne, Melbourne Australia, December 2000.

“Characterizations of Women in Northern Drama” Lecture Presentation for International Studies Week Rutgers University, Camden PA, March 1999.


“Language in the Daode jing and the Analects” Swarthmore College, Swarthmore PA, April 1998. (Guest lecturer in course on Chinese religion.)


e. **Expected responsibilities in this program:**

   Teaching Chinese Language and Literature and assist the director in training new TAs.

f. **If it will be necessary to add faculty in order to begin the program, give the desired qualifications of the persons to be added:**
With three fulltime faculty and 4 Teaching Assistants, at this point, there is no need to add another faculty to the Program.

7. Outstanding programs of this nature in other institutions

List three outstanding programs of this nature in the country, giving location and name of official responsible for each program. Indicate features that make the programs stand out.

Princeton University
East Asian Studies Department
Susan Naquin
Chair
Princeton Universit 211 Jones Hall,Princeton,
New Jersey 08544
Tel. 609-258-4276, Fax 609-258-6984
easchair@princeton.edu

The Princeton program is similar to the UGA program in design, in the sense that there is no Chinese Language Department. The degree is in East Asian Studies with a concentration in Chinese Language and Literature. At UGA the degree is earned in the Comparative Literature Department with a concentration in Chinese Language and Literature.
The UPENN program is similar to the UGA program in design, in the sense that there is no Chinese Language Department. The degree is in East Asian Studies with a concentration in Chinese Language and Literature. At UGA the degree is earned in the Comparative Literature department with a concentration in Chinese Language and Literature.

The University of Washington program is similar to the UGA program in design,
in the sense that there is no Chinese Language Department. The degree is in the Asian Languages & Literature department, with a concentration in Chinese Language and Literature. At UGA the degree is earned in the Comparative Literature Department with concentration in Chinese Language and Literature.

8. Inventory of pertinent library resources
Indicate — in number of volumes and periodicals — (including basic reference, bibliographic, and monographic works as well as major journal and serial sets) which are pertinent to the proposed program. What additional library support must be added to support the proposed program?

The UGA Library has more than 7500 volumes of Chinese studies related materials. While it is certain that the presence of a Chinese Major at the University will generate an increase in library holdings in China related materials, the present stock is already adequate for the needs of Chinese Major.

Please see the first 50 listings from the UGA online catalogue at: https://gil.uga.edu.

9. Facilities
Describe the facilities available for the proposed program. What new facilities are required?

The Chinese language classes are taught in regular lecture classrooms and in a large computer lab in which, at present, there are 25 computers. The lab can accommodate a whole class of Chinese language learners. At this time all
required facilities are in place.

10. **Administration**

Chinese language courses and Asian literature courses are taught in the Comparative Literature Department. The Head of the Comparative Literature department is responsible for these offerings. The administration of this program will be in keeping with the standard practices and procedures of the Comparative Literature Department and the Franklin School of Arts and Sciences.

Members of the Asian Studies Center are also available to provide the Asian faculty and the Head of the Comparative Literature Department with advice on issues related to Asian curricular matters.

The admission and retention of students will be in accordance with the practices and standards of the Franklin College of Arts and Sciences.

11. **Assessment**

Teaching and learning effectiveness will be measured for Chinese Language and literature courses using the standard practices and procedures used for Japanese and other language majors in the Comparative Literature department.

12. **Accreditation**
A: There are no specific accreditation criteria established for Chinese Language and Literature programs.

B: The development of assessment procedures will be in accordance with the general procedures being implemented in the other programs in Comparative Literature. These procedures include student evaluations of teachers, peer reviews of faculty teaching and research and consultation with faculty outside the department.

13. **Affirmative Action Impact**

The proposed program will have significant impact on UGA’s desegregation and affirmative action programs. A large number of students of Asian ancestry have been taking courses in Chinese language and East Asian literature. Chinese has already replaced English as the first foreign language for college students in South Korea and the same is about to occur in Japan. We expect this trend to inspire more students of Asian ancestry to enroll in this program. As the only institution in the University System to offer an Undergraduate Major in Chinese Language and Literature, UGA will be the institution of choice for all these students. Their presence at UGA will certainly further diversify its student body and its curriculum. Their participation in the program, based as it is in Comparative Literature, will enlarge the interdisciplinary dimensions of their education. And the wide spectrum of ethnic backgrounds and cultures they bring to campus will enrich UGA’s multicultural environment.

14. **Degree inscription**
Chinese Language and Literature (A.B.)

15. **Fiscal and enrollment impact, and estimated budget**

On this form please indicate the expected EFT headcount student enrollment, estimated expenditures, and projected revenues for the first three years of the program. Include both the reallocation of existing resources and anticipated or requested new resources. Second third-year estimates should be in constant dollars — do not allow for inflationary adjustment or anticipated pay increases. Include a budget narrative that explains significant line items and discuss specific reallocations envisioned.

The Chinese Language enrollment numbers per academic year for the past five years are:
- 1998 93 students
- 1999 127 students
- 2000 157 students
- 2001 147 students
- 2002 149 students
- 2003 194 students

The projected enrollment for 2003-04 is 210 students

Expected enrollments:
- 2004 235 students
- 2005 255 students
- 2006 285 students
There will be no reallocation of existing resources and there will be no requests for additional resources for the next three years.