



The University of Georgia

Franklin College of Arts and Sciences
Comparative Literature Department

Institution: University of Georgia

Date: May 13, 2004

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 increasingly 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 enrolment 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:


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 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. 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 increasingly 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

ARHI 2100	DANC 2010	DRAM 2130	MUSI 2060
ARTS 2000	DRAM 2000	MUSI 2020	MUSI 2080
ARTS 2050	DRAM 2120	MUSI 2040	

Humanities

CLAS 1000	CMLT 2500	LING 2100	RELI(AFAM) 2005
CLAS 1010	EDES 2510	PHIL 1000	ROML 2550
CLAS 1020	EDES 2520	PHIL 1500	RUSS 2050
CLAS(LING) 2010	ENGL 2310	PHIL 2200	SPCM 1100
CMLT 2111	ENGL 2320	PHIL 2400	SPCM 1500

CMLT 2210	CMLT 2330	RELI 1001	Foreign language courses
CMLT 2212	ENGL 2340	RELI 1002	
CMLT 2220	ENGL 2400	RELI 1003	
CMLT 2400	ITAL 2500	RELI 2004	

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

ASTR 1010	BTNY 1220	CHEM 2211	GEOL 1121L
ASTR 1010L	CHEM 1110	CHEM 2211L	GEOL 1122
ASTR 1020	CHEM 1110L	CHEM 2212	GEOL 1122L
ASTR 1020L	CHEM 1211	CHEM 2212L	GEOL 1250-1250L
BIOL 1103	CHEM 1211L	CSCI 1301-1301L	GEOL 1260-1260L
BIOL 1103L	CHEM 1212	ECOL 1000-1000L	MARS 1010-1010L
BIOL 1104	CHEM 1212L	GEOG 1111	MARS 1020-1020L
BIOL 1104L	CHEM 1411	GEOG 1111L	PHYS 1111-1111L
BIOL 1107-1107L	CHEM 1411L	GEOG 1112	PHYS 1112-1112L
BIOL 1108-1108L	CHEM 1412	GEOG 1112L	GEOG 1112L
BTNY 1210	CHEM 1412L	GEOG 1113	PHYS 1212-1212L
BTNY 1210L	CHEM 2100	GEOG 1113L	
BTNY 1220	CHEM 2100L	GEOL 1121	

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.)

ASTR 1010	ASTR 1870	BTNY 1220	GEOG 1125
ASTR 1020	BIOL 1103	GEOG 1111	GEOL 1121
ASTR 1420	BIOL 1104	GEOG 1112	GEOL 1122
ASTR 1660	BTNY 1210	GEOG 1113	PHYS 1010

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

BIOL 1108-1108L	CSCI 1100-1100L	MATH 2200	PHYS 1111-1111L
BTNY 1220	CSCI 1210	CSCI 1210	PHYS 1112-1112L
BTNY 1220L	CSCI 1301-1301L	MATH 2210	STAT 2000
CHEM 1212	MATH 1060	MATH 2210L	STAT 2210
CHEM 1212L	MATH 1113	PHIL 2500	

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
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AFAM 2000	GEOG 1103	HIST(AFST) 2501	SOCI 1101
ANTH 1102	GEOG 1125	HIST 2502	SOCI(AFAM) 2020
ANTH 2310	HIST 2051	HIST 2560	SOCI 2600
CLAS(ANTH) 200	HIST(AFST) 2052	HIST 2601	SOCI(AFAM) 2820
ECON 2100	HIST 2111	HIST 2602	SPCM 1010
ECON 2105	HIST 2112	HIST 2701	WMST 1110-1110D
ECON 2106	HIST 2221	HIST 2702	WMST 2010
ECON 2200	ECON 2200	POLS 1101	
EDES 1500	HIST 2301	PSYC 1101	

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)**

CMLT 3220	CMLT 4600/6600	CMLT 4620/6620
CMLT 4220/6220	CMLT 4610/6610	JPNS 4500/6500

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.

Babes Bolyai University, The Cluj University Press. 1999. Co-authored.

**Secop4 Step in Korean*. A Korean language manual, presently used for instruction at UGA in KREN 2001a nd KREN 2002.

Babes Bolyai University, The Cluj University Press. 1999. Co-authored.

* *First Step in Japanese*. A Japanese language manual, presently used for instruction at UGA in the six sections of JPNS) 1001 and JPNS 1002. Babes Bolyai University,(BBU) Cluj University Press. 1999. Co-authored.

**Second Step in Japanese*. A Japanese language manual, presently used for instruction at UGA in the six sections of JPNS 2001 and JPNS 2002. Babes Bolyai University, The Cluj University Press. 1999. Co-authored.

Books translated and co-translated:

***Téli Napló. Winter Diary: Poems*. Ban Kánoly. Edited and co-translated with Endre Farkas and Laura Schiff. Published in 1997 by Mercury House, San Francisco.

***Gypsy Folklore of Hungary and Romania*. Translation into English of the introduction and the lyrics of a **10 CD** collection.

VTCD Videoton. Corp. & Pauker Press. Budapest 1999.

New Times. Tatiana Repkova. A journalism textbook accepted for publication by Editura Dacia, in Cluj Romania. I am co-translator and editor of the Romanian translation. 2002.

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

First Step in Chinese, 2001, a video-interactive Chinese language teaching software.

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

Second Step in Chinese. 2002, a video-interactive Chinese language teaching software.

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 San Francisco. 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 Babeș-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

“No Coincidence, No Story’: The Esthetics of Serendipity in Chinese Fiction,” forthcoming in *International Readings in theory, History and Philosophy of Culture*, (St. Petersburg, Russia: EIDOS, 2003).

“The Road Less Traveled By: Rectifying Liu E’ s *Laocan Youji* in the name of Post/Modernity,” forthcoming in a conference volume, 2003. “Romancing the Stone: Naming *The Story of the Stone* in the Name of Wong, K.M., C.V., p.2

Confucius,” in *International Readings in Theory, History and Philosophy of Culture*(St.Petersburg,Russia: EIDOS, 2002), No.13,240-255.

“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,200 1),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

Museum of Art, 2000), 1-50.

“Race, Nation, and the Bible: The Intersection of Past and Present in Joy Kogawa’s *Obasan*,” (Bergen, Norway: University of Bergen, 2001), ISSEI 2000 CD-Rom IV.440b, 1-10.

“The Allure of Melancholy: The Anxiety of Allusion in *Hon gloumeng*,” in *Melancholy and Society in China*,” edited by Wolfgang Kubin (Peter Lang, 2000), 217-265.

“Stereotype, Internment, and the Bomb: Attuning the Stone in Joy Kogawa’s *Obasan*” (co-authored with Chung-min Tu), in Symbols. Images and Stereotypes of Contemporary culture, ed. by Liubava Moreva. (St. Petersburg, Russia: CAHKT, 2000), 19-32.

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.

Two papers: “The Orchid and the Barbarian Reed: Translating the Borders in *The Woman Warrior*” and “Dialogic Resonance: The Rhetoric of Coincidence and Intertextuality in *The Story of the Stone*,” to be presented at the ICLA Congress in Hong Kong, August 10-17, 2003.

“No Coincidence, No Story’: The Esthetics of Serendipity in Chinese Fiction,” a keynote presentation at the Fifth International Congress on Philosophy and Culture on the theme of “Creature-Creation- Reproduction: Wisdom of Creator, Reason of Dedalas and the Cunning of the Hacker,” September 7-12, 2002, St. Petersburg, Russia.

“Romancing the Stone: Naming *The Story of the Stone* in the Name of Confucius,” presented at The First Cycle of Cross-cultural and Interreligious Discussions Conference in St. Petersburg, Russia, June 16-21, 2001.

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

Post/Modernity,” to be presented at the 15th International Congress of Aesthetics in Tokyo, Japan, August 27-31, 2001.

“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.

“Race, Nation, and the Bible: The Intersection of Past and Present in Joy Kogawa’s Obasan” presented at the ISSEI Congress in Bergen, Norway, August 14-18, 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.

“Rectifying Oedipus’ Name: A Confucian Reading of Oedipus Tyrannus,” the AACCL Conference on “Chinese Literary Culture in the Age of Globalization: Inter-continental Perspectives,” Vienna and Salzburg, June 9-12, 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,

1998-1999. University of Pennsylvania

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:

“Wit and Humor,” foundation chapter in the Columbia History of Chinese Literature, Victor Mair, ed. New York: Columbia University Press, 2001, pages 132-148.

Essays and Articles in Refereed Publications

Picturing Spin . Images of Gods, Ghosts and Demons in Chinese

Painting, Merit, Opulence, and the Buddhist Network of Wealth, Shanghai:

Fine Arts, 2003, forthcoming). Manuscript 10 pages, Chinese.

“The Grand Historian’s Jesters,” paper solicited by and in preparation for Journal of the American Oriental Society. Manuscript 47 pages.

d. Professional activity:

Conference Papers:

Organizer and presenter for panel: “Metaphor and Morals in Traditional China” paper title: “Sound as Knowing and Being for Ouyang Xiu.”

Association for Asian Studies, March 2003, New York.

(Picturing Spin . Buddhist Images of Gods, Ghosts and Demons)

(Conference on Merit, Opulence, and the Buddhist Network of Wealth, June 2001, Peking University, Beijing)

“Humor and Linguistic Register in Dramatic Texts” American Oriental Society, March 2000, Portland.

Organizer and presenter for panel:

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

“The Eater and the Eaten: Theatrical and Ritual Perspectives on Exorcism and Entertainment,” Association for Asian Studies, March 1997, Chicago.

“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”

University of California at Berkeley, Conference on Chinese Identities, Center for Chinese Studies Annual Symposium, February 1994.

“Ghosts and Paternity in Yuan Drama” American Oriental Society, Western Branch, October 1992, Boulder.

“Humor’s Infraction: Jesters in Northern Song” American Oriental Society, March 1990, Atlanta.

“The Authorities of Humor, a Look at Shiji 126” American Oriental Society, Western Branch, October 1989, Boulder.

“Power and Language in the Xi Xiang Ji” American Oriental Society, March 1989, New Orleans.

Recent Invited Lectures:

“What is happening in China?” International Forum with professors Thomas Ganschow and Clifton Pannell The Center for International Trade and Security and The Honors Program University of Georgia, Athens GA, September 2001.

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

“The Constraints of Genre in Representations of the Other World” Princeton University, Princeton N.J., March 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.

“Ghosts and Ritual Practices” University of Arizona, Tuscon AZ, February 1999.

“The Negotiation of Belief in Performance” University of Pennsylvania, Philadelphia PA, January 1999.

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

“Revenants as Enforcers of Social Order” Cornell University, Ithaca NY, March 1998.

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 University 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.

University of Pennsylvania
Dr. David Silverman
Department Chair
dsilverm@sas
521 Museum
3451 Walnut Street,
Philadelphia,
PA 19104~ 215-898-5000
(215) 898-7466
225 S. 36th St.

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.

University of Washington
Asian Languages & Literature
Dr. J Boltz
225 Gowen Hall [map]
Box 353521
Seattle, WA 98 195-3521
(206) 543-4996 telephone
(206) 685-4268 fax

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

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	235students
2005	255students
2006	285students

There will be no reallocation of existing resources and there will be no requests for additional resources for the next three years.