Proposed Change to an Existing Degree: Academic Component

Please answer all relevant questions below. Consultation with the appropriate Associate Provost on a draft of the proposal is recommended.

Using the relevant template, please submit a budget even if no additional resources are needed.

Title of Degree (e.g., Bachelor of Arts in History):
Bachelor of Arts in Chinese Language & Literature

1. Please provide the name, title, email address, and phone number of the primary contact person for this academic program:

   Wiebke Denecke
   Associate Professor of Chinese, Japanese, & Comparative Literature
   745 Commonwealth Ave
   STH 638
   denecke@bu.edu

2. Please describe briefly the proposed change to the existing degree:

   The new major features newly designed Gateway and Capstone courses to be taken by all WLL majors together, as well as the requirement to take at least one course in WLL outside the Chinese specialization. These new requirements are meant to build cohort unity across the department and to encourage cross-language comparative thinking. The revisions also reduce the total number of total courses required for the major from 13 to 11 and add flexibility in course choice within the
specialization, making it possible for students to choose their own focus on Chinese language, literature, or culture.

3. Please provide a rationale for the proposed change to the existing degree:

This proposal to revise the existing major in Chinese Language & Literature is part of a department-wide initiative to update all WLL majors in response to our internal assessment process, to the advice of the external committee in WLL’s 2015 APR report, and to feedback from students. The revisions have the following goals:

- to enable students to place their studies of Chinese-speaking societies within a larger comparative and world context as befits WLL’s new identity as a Department of World Languages & Literatures
- to encourage students to identify not just as students of Chinese, but as part of a larger departmental culture through taking courses with and getting to know faculty and students working in other languages
- to make it more feasible for students to enter and complete the Chinese major
- to attract more double majors by reducing total requirements
- to attract majors who seek language proficiency for professional use but have less interest in literature
- to simplify and streamline student advising
- to strengthen the department’s identity by unifying the general look and feel of our majors while preserving their distinctive content and cultural emphases.
- to encourage the development of more explicitly comparative courses to serve as WLL breadth electives
- to further integrate language study with literary and cultural topics
- to boost enrollments in WLL courses taught in English as our many Japanese and Chinese majors take courses across the department to fulfill the WLL Breadth requirement

4. Please describe how the proposed change(s) advances the Strategic Plans of the department, of the school/college, and of the University:

WLL’s 2015 updated strategic plan sets the goal, recommended by our APR report from 2015, to articulate a “more engaging and cohesive vision” of our collective mission to “develop students’ understanding of how language, culture, and thought interrelate in societies past and present—through the study of literature.” The first step in this process was to rename the department “World
Languages & Literatures.” These major revisions, meant to integrate the majors within a larger context of the study of World literature, are the second step.

The revisions also reduce and streamline requirements to make advising less complicated and more effective, another goal mentioned in WLL’s 2015 strategic plan. We anticipate increases in number of majors and in student identification with WLL as a department, which should make for stronger connections among the student body and set the foundation for stronger ties to alumni—a goal that is set out in the CAS Strategic plan and one that is crucial for WLL as a relatively new Department. The major’s increased flexibility and reduced requirements will make room for more interdisciplinary work. Finally, the major’s emphasis on the connections between Chinese and World literature will enhance understanding of cultural and linguistic diversity, helping “to foster the engagement of Boston University in the city and the world” as outlined in BU’s strategic plan.

5. Please list all the program requirements for the current and revised programs so that review committees can easily see the changes: (expand the table as needed and denote new courses in bold print)

<table>
<thead>
<tr>
<th>Current program</th>
<th>Revised program</th>
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<tbody>
<tr>
<td>TWO of the following courses in comparative literature and linguistics:</td>
<td>One Gateway Course: XL 100: Explorations in World Literature</td>
</tr>
<tr>
<td>o linguistics: CAS LX 250</td>
<td></td>
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<tr>
<td>o comparative literature: CAS XL 100, XL 222*, XL 223, XL 224, XL 225</td>
<td></td>
</tr>
<tr>
<td>LC 250: Masterpieces of Chinese Literature and LC 251: Modern Chinese Literature</td>
<td>LC 250: Masterpieces of Chinese Literature</td>
</tr>
<tr>
<td>Four courses in advanced Chinese, including LC 311, LC 312, and Classical Chinese, plus one elective</td>
<td>THREE higher-level Chinese language courses above LC 212 and including LC 311.</td>
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<tr>
<td>One additional courses in Chinese literature</td>
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<tr>
<td>TWO courses in Chinese history, culture, and/or cinema</td>
<td>FOUR courses in Chinese language, literature, and or culture, of which two may be taken outside of WLL.</td>
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<tr>
<td>Two additional LC courses at the 300-level or above</td>
<td>ONE WLL Breadth Elective, chosen with approval of the advisor. Chosen from all courses in WLL. May also be satisfied by taking both CAS CC 101 and CAS CC 102, by LX250 Introduction to Linguistics or a higher-level linguistics course, or by a literature course in Romance Studies, English, or Classics. Option to increase to two courses, substituting for one of four courses in Chinese language, literature and/or culture.</td>
</tr>
<tr>
<td>ONE Capstone Course: XL 479 Senior Seminar</td>
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<tr>
<td>Total: 13 courses</td>
<td>Total: 11 courses</td>
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</table>

6. **Is this change a result of program learning outcomes assessment and/or academic program review? If yes, please describe:**

Yes! The APR process conducted in 2015 reaffirmed that WLL's greatest resource is its rich diversity in course offerings and faculty expertise; it also noted that students are not availing themselves of the opportunities this presents. The APR committee described our majors’ course requirements as “punitive.” At the same time, our own learning outcomes assessment process found that graduating seniors felt strongly identified with their majors but much less so with the department (then called MLC L). We had neglected to foreground our departmental identity and to spell out a learning outcome implicitly obvious to the faculty (but never explicitly described in our documents or explained to the students): all WLL majors should develop intercultural literacy and should graduate with a global perspective on their language and culture of specialization, a knowledge of its place in the world.
These five revised majors are our response. We have streamlined and simplified as described above. We anticipate this new shared structure, with joint freshman seminar and capstone, will encourage students to identify with the department as a whole and to take more courses beyond their specialization. We have worked to create a more cohesive and appealing major, where the learning objectives are clear to students from day one. We believe this will lead to an increase in number of majors and double majors (including within WLL), to higher overall enrollments, and to an even more dynamic and diverse intellectual culture in the department.

7. Please list learning outcomes for the revised program:

1. Linguistic proficiency in speaking, reading, and writing Mandarin at a level (ACTFL intermediate high) that will enable students to function in today's China.
2. Understanding of Chinese literature from an East Asian and world literary perspective.
3. Solid knowledge of China's literary, and philosophical traditions as well as contemporary cinema, visual arts, and new media.
4. Critical thinking, communication, and writing skills within areas of content and cultural knowledge.
5. Familiarity with fundamental research skills for Chinese studies, including use of traditional and electronic sources

8. How does the change place your program in the context of programs at peer institutions?

Prior to the revision, our 13-course Chinese major (with an additional 4-course prerequisite of LC 111-212) was far more demanding than Chinese majors at peer and peer-plus institutions. The revision brings our major more into line with other schools, but it is still among the most linguistically rigorous in the country. We continue to require at least three language courses taught in Chinese at the 300 or 400 level, plus a capstone project treating Chinese language sources. By comparison, for example:

- Harvard’s 8 required courses after 212 include only two language classes, four subject classes, and two tutorials - fewer courses though possibly the same amount of material as our program
- Columbia’s 10-course major requires only two language courses above the 200 level
- Wellesley’s 8-course major allows a second-year course to count and seems to require no fourth-year language courses
- Tufts’ 10-course major requires four Chinese language courses above the 200 level.

Like most of the other programs, we require four to five courses (including LC 250) in Chinese language, literature, film, history, and/or culture.

Meanwhile, our major offers students an added benefit made possible by our department’s unusual structure. With the introductory course XL 100, one to two WLL-wide “breadth” courses, and a capstone taken alongside students majoring in other languages and comparative literature, our Chinese majors will graduate with nearly a minor in world literature. We know of no other major like this at another university. We expect this intercultural grounding will be a great asset to them in graduate school applications, on the job market, and throughout their lives.

9. How does the change affect other academic units and existing programs at the University?

The revised Chinese requirements will make it easier to double major in, for instance, Asian Studies. Otherwise, we do not anticipate an effect on other departments.

10. How will you notify current students of the proposed changes and implement the requirements? How will you assure that current students are able to complete their programs under the requirements that were in place at the time of their matriculation?

The LC course offerings will remain unchanged, allowing current students to complete their major and the new major can be easily served by the same LJ course offerings making for a smooth transition. The capstone seminar will first be offered in Fall 2018. Students will be notified by email, by flyer posting (for reaching potential students not yet in the major), and during academic advising. The Department website will be updated to promote and highlight all new majors in WLL, including Chinese.

11. Please document any implications that the change has on professional accreditation or licensure at the program or school/college level:
12. If the change includes a new course or courses, please indicate who will teach the course and how the rest of that faculty member’s course load will be affected (courses(s) redistributed to other faculty, taught less frequently, no longer taught, etc.). Please be specific about affected courses. This information should be reflected in the budget form that accompanies the proposal, e.g. the cost for a new faculty member to teach the new course or a redistributed course:

The major requires no new courses.

13. Please list other resources needed including new staff, IT, technology enhanced classrooms, office space, and other facilities. This information should be reflected in the budget:

None.

14. Please describe the budgetary impact that the proposed change will have:

None.

15. Please provide the bulletin copy (exactly as it should appear) related to the proposed change, including all text connected to the program (requirements, description, learning outcomes)[NOTE: this bulletin copy is in a final form and cannot be changed]:

The Chinese Language & Literature major offers students a structured program to acquire high-level proficiency in written and spoken modern standard Chinese and in classical Chinese, to critically engage with the rich and diverse cultural heritage from Chinese antiquity to the present, and to develop the cultural competency needed to understand Chinese literature and culture in the changing East Asian and global context. The program’s broad array of courses, taught partly in English and partly in Chinese, is tailored to help students gradually acquire relevant language skills, analytical abilities, and cultural knowledge. Majoring in Chinese is a cross-cultural and interdisciplinary learning experience. It enables students to understand Chinese culture by gaining a firm grasp of both canonical and popular works of literature; of contemporary cinema, visual arts, and new media from Taiwan, Hong Kong, and mainland China; as well as of the philosophical and religious foundations of Confucianism, Daoism, and Buddhism, along with modern ideologies and intellectual trends.
Like all WLL majors, Chinese Language & Literature majors begin with XL 100: Leaving Home: Explorations in World Literature, a team-taught course in which students meet the WLL faculty through guest lectures and get oriented in the rich diversity of the world’s literary traditions. They begin Chinese language study as early as possible and complete at least three language courses beyond the fourth-semester level (LC 212). Students also have the option of taking introductory as well as more advanced courses in Classical Chinese (with course options taught in Chinese or in English). Masterpieces of Chinese Literature (LC 250) introduces students to major texts in English translation and can be taken early on in the student’s program. Four additional courses in Chinese language, literature, and/or culture provide greater depth in areas of special interest to the student. One elective focusing on language, literature, or culture from outside of the Chinese-speaking world enhances regional, global and/or historical comparison. Students wishing to explore more of WLL’s course offerings outside of Chinese may substitute an additional elective for one of their four courses in Chinese language, literature, or culture. Finally, Chinese majors reconvene with all WLL majors in the senior capstone seminar XL 479, where they share the expertise they have gained and work with a faculty mentor on a final project using Chinese-language materials: a scholarly paper, a translation, a creative work, or other project at a similar level.

A total of 11 four-credit courses is required, all completed with a grade of C or higher.

- **XL 100 Explorations in World Literature: Leaving Home**
- **LC 250 Masterpieces of Chinese Literature**
- **3 upper-level Chinese language courses above LC 212 (fourth-semester), including LC 311 (Third-Year Modern Chinese) and one 400-level course.** Chosen from
  - LC 311 Third Year-Modern Chinese
  - LC312 Third-Year Modern Chinese (for study abroad only),
  - LC 313 Chinese Through Theater and Acting
  - LC 314 Classical Chinese I for Students of East Asia (Taught in English)
  - LC 315 Classical Chinese (Taught in Mandarin)
  - LC 316 Topics in Classical Chinese
  - LC 318 Touring China
  - LC 319 Practical Chinese: Chinese in Intercultural Communication
  - LC 322 Business Chinese
  - LC 411 Fourth-Year Modern Chinese I (for study abroad only),
  - LC 412 Fourth Year Modern Chinese II (for study abroad only),
  - LC 420 Topics in Chinese Through Media
  - LC 486 Workshop on Translating and Interpreting Chinese
- **4 courses in Chinese language, literature, and/or culture above LC 250.** With advisor approval up to 2 of these may be Chinese studies courses taken outside the WLL department, e.g., in history, art
history, Pardee, or Political Science. Courses taken at our study abroad program in Shanghai may also fulfill these requirements.

- **1 WLL elective, chosen with the advisor’s approval.** Chosen from all courses in WLL. May also be satisfied by LX250 Introduction to Linguistics or a higher-level linguistics course, or by a literature course in Romance Studies, English, or Classics. Students wishing to do more comparative work may count an additional WLL elective in place of one of the four courses in Chinese language, literature and/or culture.
- **Capstone XL 479 Senior Seminar,** with a paper or translation project that makes use of Chinese-language sources

**To graduate with honors,** students will maintain a GPA in the major of at least 3.4 and will take two additional courses above the 11 required for the major:

- one additional LC or WLL breadth course chosen with approval of the advisor.
- either XL 540 (translation seminar) or LC 401 or 402 (continuation of the thesis begun in the capstone seminar).

**The following questions relate to a change in the delivery format of an existing degree.**

16. For proposed changes to delivery format of existing programs, please provide an indication of non-standard scheduling for the proposed format:

N/A

17. Please provide information on a marketing plan and partner for the proposed changed delivery format:

N/A

18. If applicable, please provide a request for non-standard tuition rates for the proposed changed delivery format:

N/A
19. What charges (tuition, fees, etc.) are to be applied to this program? How will the charges be structured?

N/A