

Søknaden skal innledes med **overordnet beskrivelse av studiet, hvor studiet skal forankres (fakultet og institutt), studiets faglige profil og fagområde.**

1. Generelt om studiet

Japanese Studies

Japan studies is an inherently multidisciplinary field, traditionally including perspectives from linguistics, literature, history, and social science, with the country of Japan as its primary object of study. Japan has been intensively studied in the West since at least the latter half of the nineteenth century. In the twentieth century, Japan's rising prominence in world politics, economics, and culture was reflected in increased and sustained interest both within academia and without. In the 1930s and 1940s, war and its aftermath brought new urgency to these endeavors, and also trained the women and men who became the first postwar generation of Japanese studies specialists. By the 1970s, this generation had transformed the field from one focused on language and philology ("Japanology") into the more multidisciplinary area studies model of today ("Japanese studies"). This new paradigm corresponded with the explosive growth of academic and popular interest in Japan in the 1980s and early 1990s, making Japanese studies a "normal" part of the curriculum in higher education in much of the West. Japanese economic stagnation and China's emergence as a regional power in the late 1990s and 2000s temporarily drew attention away from the study of Japan. However, the recent "Cool Japan" soft-power offensive has renewed interest in Japan among younger generations worldwide, a trend that has been highly noticeable also in Norway. This cultural renaissance is a reminder that Japan remains a leading global economic, political, and scholarly power. Language training, which remains critical to Japanese studies, is also a barometer of interest in Japan. By 2006, nearly three million students studied Japanese worldwide, a sharp uptick of 500,000 in just three years, evidencing a consensus on the importance of studying Japan and Japanese.

Japan studies in Norway

Japan studies in Norway originated in 1971 at the University of Oslo, where the department of East-Asian studies was established in 1966. For several decades, East-Asian studies in Nordic countries remained exotic, and only a very small number of researchers in the field were proficient in an East-Asian language, which was commonly seen as near impossible to master for anybody outside East-Asia. Student numbers were low, knowledge about the far East among the general population was highly limited, and news about the region in the media was scarce. Through the 80's, in part as a result of Japan's internationalization policies and generous scholarship funding for overseas students and researchers, a gradual development started taking place in the field of Japan studies in Norway. A two-year Japanese language course was established at the linguistics department at the University of Bergen in 1986, in collaboration with the Norwegian School of Economics (NHH), which still offers Japanese language as an elective subject. In the same period, the University of Oslo increased its academic staff somewhat, ensuring research and teaching competence in the three pillar disciplines of humanistic, philological studies, i.e. linguistics, literature and history. Around the change of the millennium and with the spread of the internet, both institutions saw a rapid increase in applicant numbers, counting close to 100 for each institution every fall, a number that has been quite stable for the last 15 years.

The increased focus on East-Asia during the last decades is a reflection of a rapidly changing geo-political situation in the world, where a complicated balance is held between the two neighboring superpowers in the region, China and Japan. This East-Asian focus is visible in the recent growth of East Asian studies within higher education in Norway, and further manifested in the national *Panorama Strategy* ([link below](#)), which is concerned with bilateral cooperation within higher education and research with countries outside Europe, including Japan, China, and South Korea. Funding is provided through the Directorate for higher education and competence (HK Dir) and their program UTFORSK, which encourages the establishment of long-term partnerships between Norway and, among other countries, Japan. Several such partnerships exist, particularly in natural science fields such as climate, energy, and marine research, and UiB has through the years included the Japan scholars at IF as resource persons in such projects. The UiB national

strategy has been followed up by the *Handlingsplan for internasjonalisering* (link below), where Japan and China are among the non-European countries with which cooperation is to be strengthened. The department of foreign languages has responded to these strategies by gradually increasing its academic staff in the fields of East Asian studies, to further develop the respective Chinese and Japanese programs. A Chinese MA program has recently been approved and will commence from fall 2022, and possible research collaborations among staff are under discussion.

Regjeringens Panoramastrategi (2021-2027)

<https://www.regjeringen.no/no/dokumenter/panoramastrategien-20212027/id2845286/>

UiBs Handlingsplan for internasjonalisering (2016-2022)

<https://www.uib.no/strategi/102534/handlingsplan-internasjonalisering-2016-2022>

Japanese Studies at UiB

Due to the high number of applicants to the Japanese program, admission to our BA program has for the last 8 years been delimited to 30 new students each fall. In 2017, we received our first professor position in Japanese linguistics, short after that our first PhD student, and in 2019 our first teaching professor (*dosent*) in Japanese linguistics. Since December 2019, we have had a permanent academic staff of three, including two Japanese part time teachers. Our BA program has until recently mainly been focused on language training, but with a mandatory year of exchange to a Japanese university as an integrated part of the program, ensuring that students also get the chance to not only develop their language proficiency further, but also to study a wide variety of Japan studies topics. Our dropout rate is relatively low, and student evaluations are overall very good. On the *Studiebarometer* for 2019, the general satisfaction rate for our Japanese program was 4.9 points (out of 5), which was the seventh highest at our faculty (link below). With a permanent academic staff of three (plus two minor assistant teacher positions), we consider it possible, desirable, and sustainable to finally establish an MA program in Japan studies, while we adjust our BA program according to our proposed future profile: *translation*. There are several reasons for this choice of profile. The first one is related to

the national division of labor. The only other institution within higher education that offers full Japan studies programs, the University of Oslo (IKOS), has a permanent academic staff where the majority are active researchers in the intersecting fields of history, religion, and social anthropology. There is presently one linguist and one literary scholar among the academic staff, but we have learned through personal communication with our colleagues there that these two positions are not likely to be upheld within the same fields. IKOS will continue to offer practical Japanese language courses at BA level in the future but doing an MA in Japanese linguistics will probably not be an option without professional linguists among the staff. This indicates a research profile at UiO that differs somewhat from the one we wish to develop at UiB, thus ensuring a well-founded national division of labor in Japan studies that is agreed upon and accepted among the academic staff at both institutions. A second reason for our profile choice is that using translation between L1 and L2 as a contrastive, pedagogical tool in foreign language acquisition has seen a revival in recent years and has for some time been part of our own BA curriculum. Thirdly, translation is a work and research relevant practice that demands an advanced understanding of the Japanese language and its cultural and historical context. Finally, all three of our academic staff are oriented towards translation (more below), be it as a theoretical subfield of linguistics, a source for research on language contrasts, or a complex practice involving diverse knowledge. The translation profile is further strengthened by the fact that the academic staff themselves are native speakers of Japanese, English and Norwegian, respectively, creating a rich and vibrant linguistic environment, and ensuring high quality in any linguistic output of all three languages. We are presently redesigning our BA program, by including more translation-related topics and practices, by further integrating research perspectives throughout the program, all the while by paying attention to different learning domains and knowledge types.

Omtale av Studiebarometeret 2019

<https://www.uib.no/aktuelt/133247/jevnt-over-tilfreds-med-studiene>

The University of Bergen library (UB) has at present no librarian with Japanese language competence. However, we have for many years received excellent assistance from librarian at UiO, Naomi Yabe Magnussen, who has made herself known and accessible to all Japan scholars in Norway. Magnussen ensures access to a variety of Japanese databases and media outlets and has for a long time helped our BA students search for Japanese language sources for their bachelor's theses.

Need for a Japan Studies MA at UiB

The wish for an MA program in Japan studies at UiB has been present among students and staff alike for many years. With our latest addition to the academic staff, this has now finally been made possible in terms of resources, with three permanent positions: one teaching professor (Norwegian *dosent*) and two associate professors. Through the years, we have had many informal conversations with BA students about the possibility for an MA program in Japanese at our institution and have noticed an increased interest as the years have passed. In order to create a better knowledge base, we arranged a half-day workshop in November 2021 for first- and second-year BA students to learn more about their needs and wishes in a future MA program. We prepared a number of questions for them to discuss in advance and received about eight students at the workshop. The talks were quite lively, starting with various critiques of the BA program, and moving on to our plans and what expectations they would have for an MA program in Japanese studies. Our common thread of translation was well received, and the idea of an actual translation project as an MA thesis likewise. After the workshop, the *fagutvalg* performed an online query on the interest for an MA program at UiB among 68 present and former BA-students (attachment IV). The results indicate a strong interest for such a program at UiB among students.

There are several reasons that we wish to establish a Master's program in Japanese at UiB. The first is the recruitment of candidates to the PhD level, to consolidate the national and local research environment on Japan, to make sure that research topics and practices are more strongly integrated into the educational side of our activities, and to secure recruitment to future positions. Considering the decreasing number of experts on the

Japanese language and linguistics in Norway, it is particularly important to ensure high quality recruitment in that field. The second reason comes from the fact that learning a distant language like Japanese from scratch is a very time-consuming endeavor. To reach a functional proficiency level of such languages, three years of full-time study, including learning time in a country where the language is spoken, is only rarely sufficient. A Japan Studies Master's program of the proposed type will therefore not only prepare students well for research in the field, but also ensure a language proficiency that equips them to use the language in a professional setting, be it in the private business sector or in diplomacy. With the added focus on translation from Japanese to Norwegian and English through the BA and MA programs, candidates will also be able to stay competitive in the growing market of translation services involving Japanese language. Finally, Japanese as a foreign language in public schools has become increasingly popular during the last decades. Japanese can now be chosen as an elective subject in several high schools in the Oslo and Bergen regions. Based on conversations with our BA students through the years, it is clear that the wish to learn Japanese among young people in all regions throughout Norway is strongly present. Our students come from all over the country, and many of them have been trying diligently to learn Japanese on their own through their school years. This strong fascination we see in many students is clearly triggered by Japanese popular culture, i.e. Japan's soft power, as mentioned initially. We have through the years had contact with the national *Fremmedspråksenteret* at *Høgskolen i Østfold*, participated in their various symposia concerning distant foreign languages in Norwegian public schools, and have developed semi-formal networks among Japanese language teachers in Oslo and Bergen high schools. With a Master's degree now being a prerequisite for teaching in high schools, our proposed MA program will, in combination with the appropriate PPU courses offered at UiO, ensure well qualified Japanese language teachers nationally. Recently, we joined the *Sakura Network* of the Japan Foundation (link below), which is a network consisting of more than 350 organizations/institutions that provide Japanese language courses. Through this network we hope to achieve cooperation with other universities for higher education and research activities.

Sakura Network, Japan Foundation

<https://www.jpff.go.jp/e/project/japanese/education/network/>

Kryss av for type studium. Hver boks kan ha flere kryss

Typen laveregradsstudium (kryss av)	
	Bachelorgradsstudium
	Kortere studium på lavere grad som ikke fører til en grad (grunnutdanning), årsstudium
	Studieretning innenfor en bachelorgrad
	Fellesgrad
	Videreutdanning
Type mastergradsstudium (kryss av)	
X	Mastergradsstudium 120 studiepoeng – § 3
	Erfaringsbasert mastergradsstudium 90 studiepoeng – § 5
	Erfaringsbasert mastergradsstudium 120 studiepoeng - § 5
	Mastergradsstudium 300 studiepoeng
	Fellesgrad
	Videreutdanning
Hvorvidt studiet skal tilbys som (kryss av)	
X	Heltidsstudium
	Deltidsstudium
X	Campus-/stedbasert studium
	Samlingsbasert studium
	Nettstudium
	Nettstudium med samlinger

Oversikt som viser studiets oppbygging

Semester	Course	Credits	Lang.
1 (høst)	JAS301 Anvendt lingvistikk og japansk	10	Norsk
	JAS302 Readings in Modern Japanese History and Historiography	10	Engelsk
	JAS303 Japansk semantikk og oversettelse	10	J/E
2 (vår)	JAS304 Methods in Advanced Japanese Studies	15	N/J/E
	*LING313 Metode for språklege mastergrader	15	Engelsk
	<i>eller</i>		
	*HIS303 Forskningsproblem og kjeldearbeid	15	Norsk
3 (høst)	Masteroppgave (veiledet) <i>Feltarbeid/utveksling mulig</i>		
4 (vår)	Masteroppgave 60 poeng		

*Kursene tilbys ved hhv LLE og AHKR

2. Krav til studietilbudet (Studietilsynsforskriften § 2-2)

2.1 Læringsutbyttet for studietilbudet skal beskrives i samsvar med Nasjonalt kvalifikasjonsrammeverk for livslang læring (NKR), og studietilbudet skal ha et dekkende navn.

The proposed MA program is named *Master's programme in Japanese Studies/ Masterprogram i japansk* and is offered at the Department of Foreign Languages, Faculty of Humanities of UiB. The program is developed in accordance with NKR (level 7), and educates students to achieve the relevant knowledge, skills and general competences upon completion. The program requires two years of full-time study (120 credits). For the general study plan and all four course descriptions, see appendix 2.

2.2 Studietilbudet skal være faglig oppdatert og ha tydelig relevans for videre studier og/eller arbeidsliv.

Still to be written. Some points to be included:

- *Continue to PhD studies*
- *Transferrable skills in general*
- *Language competence for work in the private sector towards Japan, and Norwegian enterprises in Japan*
- *Diplomacy in the Japan Norway axis*
- *Translation industry*
- *Japanese language teaching in high schools and elsewhere*

2.3 Studietilbudets samlede arbeidsomfang skal være på 1500-1800 timer per år for heltidsstudier.

The program requires full-time study, which means approximately 850 hours of study per semester over the course of two years (four semesters). Students will have about three lectures/seminars per week the first semester and two lectures/seminars per week the second

semester. This means a considerable amount of self-study on the part of students, in the form of reading prepared literature, working on translation tasks, and writing research plans, literature reviews, and term papers. The two last semesters there are no lectures or classes, and all study time is spent on research, writing, and close supervision.

2.4 Studietilbudets innhold, oppbygging og infrastruktur skal være tilpasset læringsutbyttet for studietilbudet.

The proposed program aims to balance the advancement of academic knowledge on modern and contemporary Japanese language, society, and history with the necessary skills for graduates to succeed more broadly in the present and future knowledge economy. To this end, using materials and case studies thoroughly grounded in modern and contemporary Japanese linguistics and history, the courses are designed to develop the transferable skills of properly understanding or formulating questions; gathering, evaluating, and synthesizing relevant data; and communicating results clearly and succinctly in both speech and writing to both specialized and general audiences. For instance, beginning with JAS301, students will be actively engaged in debates concerning translation, both as a theoretical field and through the practical application of Japanese-language skills (translating passages from Japanese).

Several features of the program distinguish the proposed MA in Japanese Studies. First, our proposed course offerings are integrated with the current course catalog of the university (semester 2). This gives students the opportunity to establish disciplinary foundations and skills that explicitly extend beyond Japan. Additionally, befitting the program's particular focus on linguistics and the application of advanced Japanese language skills in both academic and real-world contexts, we also encourage fieldwork and direct engagement with private-sector Japanese companies and individuals as part of coursework, as in JAS303. (See program overview on page 7.)

2.5 Undervisnings-, lærings- og vurderingsformer skal være tilpasset læringsudbyttet for studietilbudet. Det skal lægges til rette for at studenten kan ta en aktiv rolle i læringsprosessen.

Instruction and Learning

The proposed MA program utilizes diverse instruction and assessment techniques. The combination of directed and independent learning opportunities facilitates the acquisition and application of knowledge and skills. On the one hand, lectures and structured assignments provide an explicit introduction to specialized knowledge and techniques in academia in general and Japanese studies in particular. On the other hand, seminars and both group and independent research projects offer many practical chances to internalize and refine that knowledge and those techniques. These elements are combined both at the individual course level and in the overall curriculum to actively engage students in the production and communication of knowledge.

Learning is not, of course, confined to the classroom or the seminar paper. It is also not possible for sustained excellence in learning and research without being part of a larger community. In addition to regular classes, we therefore plan to hold a biannual or annual colloquium for student research presentations, to invite guest lecturers, and to encourage both digital collaborations and in-class groupwork.

Lectures

Lectures compactly convey the foundational knowledge required for independent research. Contents will include introductions to the animating concepts and theories, works, and figures in each field and relevant sub-fields, as well as a sense of the development the subject history. Additionally, lectures will communicate relevant knowledge about research ethics, tools, etc. Paired with seminars and other activities, lectures provide the baseline for active and informed student participation in the program and the development of independent research capacity.

Lectures will be held in person to the extent possible and digitally (via Zoom, etc.) when that is unfeasible. Lectures may also be recorded to facilitate student review. This is

especially important to accommodate different learning styles and needs as well as a diverse student body with heterogeneous health and other life conditions.

To the extent possible, the program plans to invite guest lecturers as well. In addition to enriching and expanding on classroom lecture content, guest lecturers can become key resources and collaborators for both students and faculty.

Seminars

Seminars are the backbone of the proposed program's commitment to participative education. Building on lecture and reading contents, students will actively lead and/or participate in discussion and perform both collaborative and individual work to develop and refine their understanding of the materials and their relevance to their individual thesis projects on the one hand and society at large on the other. A combination of group and individual work is relevant both to academic and nonacademic work contexts; success in all work is in some measure the result of both individual and collaborative effort. Seminars require students to apply subject knowledge and skills to the presentation in both oral and written form of their own interpretation of the knowledge introduced in readings and lectures. For this reason, assessment methods (*see below*) include both oral and written formats. One important form of collaborative work in the proposed seminars is peer review; students will learn to give and receive constructive feedback on paper drafts. In addition to being a best practice for any workplace product, the peer review process teaches critical reading and communication skills and helps ensure that writing is processual rather than a last-minute dash without time for reflection and revision. Additionally, a once- or twice-yearly colloquium (*see below*) will be held as a forum to practice communicating individual research, to get feedback, and for first-year students to better understand the course of progress through the program.

Independent Projects

Students in the proposed MA program will begin to perform independent, supervised research projects in year one. It is critical to begin early. This allows students the time to explore different ideas, techniques, themes, resources, etc., before having to produce the

MA thesis in year two. Independent research is therefore a component of all first-year classes offered in the proposed program.

Colloquium

We plan to hold an online colloquium at least once per academic year. This will allow students both on campus and performing fieldwork to participate. Both second- and first-year MA students will be required to present their in-progress research or research proposal, as appropriate. Each student will receive feedback from both their peers and professors. This has five purposes: 1) to make students aware of the need to clearly and effectively communicate their research to a mixed audience; 2) to encourage students to make continual progress on their research; 3) to provide additional experience giving, receiving, and applying feedback; 4) to help first-year students understand the course of the program and set realistic goals for their own progress; 5) to facilitate a sense of community among students and professors even when working in separate spaces on separate projects.

Collaboration

A distinguishing feature of the proposed MA program is an emphasis on building and sustaining a community of scholarship. One concrete example of this commitment is the use of both collaborative work (groupwork) in classes and peer review both for research papers and through the colloquium, as described above. Open, frank, constructive discussion is a best practice for any work environment, and our program is no exception. We have therefore built in these opportunities to allow students to experiment with the best ways to give, receive, and incorporate constructive feedback.

Another key component of both community-building and professional development in the proposed MA program is the use of digital collaboration. One example of this is the use of online tools such as Zotero Groups, hypothes.is, etc., to build up shared knowledgebases. Students and professors alike will be enabled and encouraged to share their research notes. Over time, this will result in a curated, networked, searchable database of critical readings and interpretations most relevant to the program and student

research. This draws on the successful implementation of a similar project by Nathan Hopson at Nagoya University and is already in its initial phases of rollout in our undergraduate program (as of spring 2022).

Semester	Kursbetegnelse	Arbeidsform	Arbeidskrav	Vurderingsform
Fall	JAS301 Anvendt lingvistikk og japansk	Forelesninger Seminar	Semesteroppgave, Oversettelser Prosjektskisse	Hjemme-eksamen
	JAS302 Readings in Modern Japanese History and Historiography	Forelesninger Seminar	Semesteroppgave Oversettelser	Mappe
	JAS303 Japansk semantikk og oversettelse	Forelesninger Seminar	Praktisk oversettelses-prosjekt	Muntlig eksamen
Spring	JAS304 Methods in Advanced Japanese Studies	Seminars Asynchronous lectures	Readings Lead discussion Research proposal Literature review	Portfolio
Fall/ Spring	JAS350			

The first semester consists of three mandatory courses all offered and taught locally by the Japan studies staff. Two of the courses are oriented towards language and linguistics, and one towards contemporary history.

JAS301 is an introduction to the field of applied linguistics in a Japan-related context and focuses on three specific topics: the teaching of Japanese as a foreign language, translation theory and practice (from Japanese), and the *plain language* movements in Japan vs Europe. The course will have a full lecture on each topic, each followed by three student active seminars. By critically reading and analyzing selected books and articles in each of these three areas, students will engage in discussions through presenting summaries, reflecting on ideas, formulating their own arguments, writing papers, and translating passages from Japanese. They will also work on and present their MA thesis topic

proposals, by developing sound and realistic research questions after receiving comments and advice from teacher and co-students alike.

JAS302 is an introduction to major works and trends in the field of modern and contemporary Japanese historiography from the past quarter century or so. This seminar will center on 1) student-led discussions of weekly readings in Japanese history, and 2) the processual, scaffolded production of a final paper. The goals of (1) are for students to develop a clear understanding of the research themes currently animating modern and contemporary Japanese historiography, and to become proficient communicators and discussion leaders of these ideas. To this end, students will consult with the instructor in advance to prepare questions and explore discussion-leading techniques. English-language secondary sources will be supplemented by short, relevant primary-source readings in Japanese from newspapers, magazines, and other archival materials. In addition to deepening student knowledge and understanding of modern and contemporary Japanese history and historiography, the additional goal of (2) is to gain a greater understanding of the importance of giving, receiving, and responding to feedback in the writing process, both academic and non. Therefore, students will identify a research question, present a proposal to the instructor for approval, gather and read both secondary and (to the extent possible) primary sources, and produce a first draft for peer review. Each student will review the drafts of two other students using the provided rubric and format. Students will revise their papers based on this feedback and submit the second draft to the instructor for additional feedback, and also present their work briefly to the class before a final draft. In addition, as detailed in the course description, students will submit two short translations from Japanese into English and/or Norwegian, one of a pre-1945 source and one from the postwar period.

JAS303 is an introduction to the field of semantics applied for translation works between Japanese and Norwegian/English. This course will provide a series of lectures on semantic theory and give students some assignments. Students will also engage in project-based learning; planning an own translation project where students make contacts with companies or organizations outside the University. Students will find the material (e.g.

pamphlets, websites, advertisings, books etc.) for translation and gain agreement with the company/organization on the translation project. At the end of the course, students will orally present the outcome of the project and their translated products.

In their second semester, students can choose between two courses offered at neighboring departments, depending on the topic of their MA thesis. Students who choose a language and linguistics-oriented topic must take a 15-credit course on Methods in linguistics at LLE, while students who decide on a topic within the field of history must take a 15-credit historiography course at AHKR. These courses are highly relevant, but at the same time detached from the field of Japanese studies, with little or no reference to Japanese circumstances. The remaining 15 credit course **JAS304**, therefore, which is mandatory for all students, has as its main purpose to contextualize and make relevant the knowledge and insights from the two methods courses taken in parallel. Students will learn to apply linguistics or historiographical methods to Japanese data and discuss a variety of questions from a Japan studies perspective. They must present summaries of the parallel lectures in linguistics and history methodology and lead seminar discussions on these topics. The course also includes readings in the intersecting fields of linguistics, culture and history, encouraging an interdisciplinary approach to a variety of topics.

Assessment methods will be varied, ranging from home exams and term papers, via portfolios with rich content, to an oral exam performed in Japanese. *(more to be written here)*

2.6 Studietilbudet skal ha relevant kobling til forskning og/eller kunstnerisk utviklingsarbeid og faglig utviklingsarbeid.

(still to be written)

2.7 Studietilbudet skal ha ordninger for internasjonalisering som er tilpasset studietilbudets nivå, omfang og egenart.

For our BA program, we have established well-functioning exchange agreements with altogether 14 Japanese universities (link below), and a one-year exchange to Japan is made mandatory for all students, as an integrated component in the program. The contacts we have established with these institutions are valuable and we plan to further develop some of the agreements to allow exchange also at the MA level and possibly for research collaboration. Going to Japan for field work is possible in the third semester, as part of the student's MA research project and can be arranged individually. A two week visit to some of our partner institutions is being planned in fall 2022, with ideas for collaboration also on the MA level.

Anbefalte utvekslingsavtaler for japansk bachelor

<https://www.uib.no/studier/BAHF-JAP/utveksling>

2.8 Studietilbud som fører fram til en grad, skal ha ordninger for internasjonal studentutveksling. Innholdet i utvekslingen skal være faglig relevant.

See 2.7

2.9 For studietilbud med praksis skal det foreligge praksisavtale mellom institusjon og praksissted.

Not relevant at present

Appendix List

Vedlegg til krav til studietilbudet:	Vedlegg nr.
Marker med «Ikke relevant» dersom et vedlegg ikke er aktuelt for studiet	
Tabell med oversikt over studiets oppbygning og innhold	1
Studieplan	2
Emnebeskrivelser (4)	3, 4, 5, 6
Studentundersøkelse	7
Avtaler om internasjonalisering	(lenke s. 16)
Signert(e) praksisavtale(r)	<i>Ikke relevant</i>
<i>For nettstudier (kun nettstudium eller i kombinasjon med stedbasert studium) kommer i tillegg:</i>	
Studieplan for nettstudiet (hvis relevant)	<i>Ikke relevant</i>
Prosedyre for opplæring i nettstudier for studenter og lærere	<i>Ikke relevant</i>
Dokumentasjon av læringsplattform for nettstudentene	<i>Ikke relevant</i>
Dokumentasjon av nett-/faglærernes rutiner for oppfølging av nettstudenter (som responstid osv.)	<i>Ikke relevant</i>

3. Krav til fagmiljø (Studietilsynsforskriften § 2-3)

3.1 Fagmiljøet tilknyttet studietilbudet skal ha en størrelse som står i forhold til antall studenter og studiets egenart, være kompetansemessig stabilt over tid og ha en sammensetning som dekker de fag og emner som inngår i studietilbudet.

Japanese Faculty at UiB

Our academic staff consists of three full time scholars, and the proposed program reflects our respective areas of expertise. We are all involved in teaching courses at the bachelor's level, and will all contribute evenly to the MA program, in terms of both teaching classes and thesis supervision. As mentioned earlier, we wish to develop a translational profile in the proposed MA program, as can be seen from the individual MA course descriptions. An interdisciplinary endeavor in nature, translation serves as an excellent bridge between the areas of competence among our academic staff. All three have experience with translation, from a variety of different angles.

Teaching professor **Benedicte Mosby Irgens** specializes in Japanese linguistics, with a master's degree in modern Japanese linguistics from Osaka University from 1992, and her PhD degree at UiB from 2017. Her dissertation was a contrastive analysis of person deixis

in Japanese and English, from a functionalist perspective. In the time between her degrees, she developed extensive experience teaching Japanese in the context of Norwegian higher education and has through more than two decades developed Japanese courses and programs, first at NHH and later at UiB. Early in her career, she took on a variety of smaller jobs involving interpreting and translation, typically between Japanese and Norwegian, covering a variety of different topic areas ranging from Japanese gardens and social welfare institutions to the development of the Northern Sea Route. She has during the last decade been active in the Norwegian public sphere, by writing about a variety of Japan-related topics in newspapers and blogs, participating in news programs on TV and radio, and giving talks at local libraries and organizations. Trained as a linguist, Irgens' PhD research was in contrastive linguistics, a field located between foreign language acquisition and translation studies. She has wide experience with so-called TILT (translation in language teaching), i.e. using translation and mediation between L1 and L2 as a tool for language learning and for increased awareness of linguistic patterns in both languages, and she is well acquainted with the literature on translation studies and the mosaic of different schools involved. Irgens' research interests have always been in the field of contrastive studies, and during recent years they have gradually moved towards the interdisciplinary field of applied linguistics, which concerns itself with real-world practical problems of language and communication. Some of the areas that typically fall within the range of applied linguistics are foreign language teaching and translation studies, areas of which she has both theoretical knowledge and practical experience. Having supervised a high number of bachelors' theses on a variety of Japan-related topics through the years, she is well acquainted with the many challenges and pitfalls of the supervising process. She has also served as *sensor* of 10-20 MA theses in Japanese linguistics from UiO. Irgens is well acquainted with national strategies and policies for higher education and has served as initiator and member of academic networks like *Asianettverket* and *Forum for japansklærere i Norge*. The last year she has served as studies coordinator at IF. Her position as *docent* further indicates that she is particularly focused on the teaching and learning process and of development of her field, locally and nationally. Her position holds a 75% teaching load and is thus essential for covering the teaching tasks at hand.

Associate professor **Misuzu Shimotori** specializes in cognitive semantics. She took a BA in Scandinavian studies at Tokai University, Japan, and came to Sweden as an exchange student. Her BA and MA degrees in linguistics are from Stockholm University, and in 2013 she received PhD at Umeå University on a concept study on dimensional adjectives in Japanese and Swedish. After completing her doctoral degree, she worked as a part-time teacher at the department of oriental languages, Stockholm University. In 2016 she got a position as senior lecturer (50%) at the department of languages and literatures, University of Gothenburg, and taught Japanese language and Japanese linguistics. She has worked as associate professor at UiB since December 2019. Shimotori's main research area is cognitive semantics in linguistics. She has presented many papers at different international conferences, especially on metaphorical expressions in Japanese and how people understand them. In 2020 she was awarded a fellowship from Hakuho foundation, Japan, for her research topic (metaphors and gender in Japanese), and went to Waseda University, Tokyo, as a visiting scholar for five months. In 2022, she received a research grant from RaAm (The Association for Researching and Applying Metaphor) for her project "Exploring the Irony Marked by Orthographic Deviances in Japanese Crime Novels" that runs from June 2022 to June 2023. Shimotori's research interests are mainly in cognitive semantics, as well as in pragmatics, language acquisition and translation. From 2018, she has been organizing translation competitions: in 2018 and 2019 at the University of Gothenburg, translation from Japanese to Swedish, and 2021 at UiB, *Troll i ord*: translation from Japanese to Swedish/Norwegian) with the aid of a Japanese book publisher, Kodansha Co., Ltd. In 2022 the translation competition will be held in cooperation with University of Gothenburg and University of Helsinki, and expansions to Denmark and Iceland are under consideration.

Nathan Hopson joined UiB as an associate professor of Japanese language and history in fall 2021. Hopson additionally has extensive experience teaching undergraduate and graduate research methods in the humanities, and as a professional translator-interpreter. He received a PhD in East Asian Languages and Civilizations from the University of Pennsylvania (2012). His dissertation, "Tōhoku as postwar thought: Regionalism, nationalism and culturalism in Japan's Northeast," built on work begun as an MA thesis

in Advanced Japanese Studies through the University of Sheffield (2004). As an undergraduate at Earlham College, Hopson majored in Japanese Studies and minored in Teaching English as a Second Language (TESOL), completing his BA in 1997. He worked in Japan 1998-2005 as an English teacher (in both private schools and tertiary education), translator and interpreter, radio personality, and project manager for a small business. In addition to teaching Japanese language at the University of Pennsylvania and Grinnell College, he was a postdoctoral fellow at Yale University's Center for East Asian Studies (2013-2014), and taught Japanese history, East Asian history, and research methods at Nagoya University (2014-2021), where he also chaired the Japan-in-Asia Cultural Studies program (2019-2021). Hopson's dissertation research on the social meanings of the Tohoku region in Japan's modern history led to a 2017 monograph, *Ennobling Japan's Savage Northeast: Tōhoku as Postwar Thought, 1945-2011* (Harvard University Asia Center). Since then, his primary research interest has shifted to the social history of nutrition science in modern Japan, 1920-2020. He has been awarded several research grants for this project, including travel grants from the Association for Asian Studies and the Toyosaki Scholarship Foundation, and a fellowship at the École des Hautes Études en Sciences Sociales in Paris. His recent publications on this topic include "Nutrition as National Defense: Japan's Imperial Government Institute for Nutrition, 1920-1940." *Journal of Japanese Studies* 45, no. 1 (2019): 1-29; and "Ingrained Habits: The 'Kitchen Cars' and the Transformation of Postwar Japanese Diet and Identity." *Food, Culture & Society*, November 2020. Hopson's experience builds on and expands the Japanese program's strengths. On the one hand, his competence as a teacher of Japanese language fits well with the existing course offerings. On the other, his time as a professional translator and a teacher of English as a foreign language, as well as his experience as an Anglophone learner of Japanese, provide new perspectives to the curriculum. On the other hand, his experience teaching Japanese history and undergraduate and graduate humanities research methods and supervising both undergraduate and graduate research (BA, MA, PhD) allow the program to deliver new courses that better contextualize the language and linguistics at the program's core, and also prepare students for more advanced, independent academic research for the graduation thesis. He has received research funding from organizations including the

Association for Asian Studies (AAS), Japan Foundation, and École des Hautes Études en Sciences Sociales. Hopson's career as a professional translator, interpreter, and software localizer included projects on history and culture, medicine and technology, business and tourism, and more. He also organized and taught local tourism interpreting courses in Japan and has several years of experience as a project manager in the translation industry. He has numerous translated publications in both Japanese and English, including Sawai, et al (2007) *The state of telepathology in Japan* and (2013) "World's First Telepathology Experiments Employing Ultra-high-speed Internet Satellite, Nicknamed 'KIZUNA'"; two chapters in (2017) *Peace in the East: An Chunggūn's Vision for Asia in the Age of Japanese Imperialism*, and recent articles such as Maxson (2020) "Kakeibo to gendai Nihon no katei ryōri no seiritsu."

Reflecting the faculty's skills, interests, and experiences with translation, the MA program in Japanese studies at UiB will offer students the choice of two types of MA thesis. The first will be a traditional academic thesis of roughly 25,000 words. The second will be an annotated translation of similar length. The annotated translation project combines a translator's introduction with a translation to Norwegian or English of a Japanese-language source selected in concert with the supervisor. Sources might include literary, academic, and similar texts within the overall scope and goals of the program. In addition to the translated text, the translation shall include all of the work's original footnotes, as well as endnotes explaining all stylistic, lexical, and theoretical choices and considerations made in the process of producing the final (translated) text. The translator's introduction shall be a seminar-paper-length academic analysis of the work's content and context. At a minimum, this will include a literature review and any additional material required to place the translated work in its historical, social, or other necessary context, and a biographical sketch of the author. In short, the translator's introduction is an extended-length academic seminar paper.

Due to the small number of positions, we wish to delimit admittance to the MA program to a maximum of 5 students every other fall semester. In this way, we will be able to run both programs (BA and MA) simultaneously without pressing our resource situation.

Based on conversations with BA students through the years, we also consider it to be realistic and likely that we will receive from 4 to 6 qualified applicants every other year.

3.2 Fagmiljøet tilknyttet studietilbudet skal ha relevant utdanningsfaglig kompetanse (UH-pedagogikk og -didaktikk, inkludert kompetanse til å utnytte digital teknologi for å fremme læring).

The academic faculty of the Japanese program has extensive experience with digital and in-person teaching and employs best practices both in the classroom and online. Included in our teaching competencies is the use of appropriate new and established applications and platforms to enhance the learning experience for our current BA students. In addition to basic platform such as Mitt UiB (Canvas), Zoom, Teams and Office, our shared digital competency includes educational tools such as Mentimeter, Padlet, and Quizlet; research and writing tools including Zotero and similar citation managers; and audiovisual and digital publishing tools that can be used both for teaching and for student work such as Scalar for born-digital research publication and Zencast and anchor.fm for podcasting. Additionally, we are planning to coordinate with Læringslabben at Media City Bergen in order to expand our range of pedagogical possibilities.

Benedicte M. Irgens completed *Basismodul i universitetspedagogikk* in 2011 and has attended several Japanese language teaching workshops through the years. As studies coordinator at IF, she has attended and arranged a variety of events concerned with teaching and learning, be it the Læringslabben's *frokostmøter*, HF's *undervisningsforum* or IF's *temamøter* on topics such as digitalization, student activation and constructive alignment. She regularly visits classes at the other foreign language programs, and initiates and engages in conversations about teaching and learning with her colleagues, both formally and informally.

Nathan Hopson has taught language, history, cultural anthropology and research methods courses at universities and in private schools in the United States, Japan, and Norway. After minoring in Teaching English to Speakers of Other Languages (TESOL) as an undergraduate student, he taught English in private academies and universities in Japan

for several years. Class levels ranged from absolute novice to TOEIC, TOEFL, and IELTS preparation, and included advanced courses in Japanese-English translation. Subsequently, he taught all levels of Japanese in American higher-educational institutions, and also began to teach Japanese history and cultural anthropology. At Nagoya University (Japan), he taught Japanese and East Asian history for both non-majors and majors, and developed and taught research methods courses for undergraduates in the humanities. He is particularly interested in social learning, i.e. providing opportunities for students to collectively produce corpuses of knowledge that can be maintained and shared in the long term.

Misuzu Shimotori has received several certifications from pedagogical courses at the University level: *Teaching in higher education* from Umeå University (2011), *Skapa Pedagogisk meritportfölj* from Stockholm University (2013-2014), *Universitetslärarutbildning 1 och 2* from Stockholm University (2014-2015), UPED691 *Becoming a Supervisor* from UiB (2021). She has taught Japanese language courses from elementary to advanced levels, topics in linguistics and intercultural communication, and supervised BA papers in Sweden and Norway, and MA theses in Sweden. In the spring semester 2022, Shimotori invited a PhD candidate from the University of Salamanca, Spain, to UiB and helped supervise the candidate's PhD thesis about translation skills applied to the teaching of Japanese as a foreign language.

3.3 Studietilbudet skal ha en tydelig faglig ledelse med et definert ansvar for kvalitetssikring og -utvikling av studiet.

Being an academic staff of three, we continuously collaborate on running our programs, with one of us having the role as course coordinator in a period of four years at a time.
(more here)

3.4 Minst 50 prosent av årsverkene tilknyttet studietilbudet skal utgjøres av ansatte i hovedstilling ved institusjonen. Av disse skal det være ansatte med førstestillingskompetanse i de sentrale delene av studietilbudet. I tillegg gjelder følgende krav til fagmiljøets kompetansenivå:

a) For studietilbud på bachelorgradsnivå skal fagmiljøet tilknyttet studiet bestå av minst 20 prosent ansatte med førstestillingskompetanse.

b) For studietilbud på mastergradsnivå skal 50 prosent av fagmiljøet tilknyttet studiet bestå av ansatte med førstestillingskompetanse, hvorav minst 10 prosent med professor- eller dosentkompetanse.

Currently, the program has three permanent faculty (two associate professors and one teaching professor (*dosent*)) and two part-time instructors. Overall, this means that we have satisfactory competence in first position and professor level. The workload division will be arranged to ensure that at least 10% of the total faculty workload is dedicated to student training and thesis supervision for the MA program.

3.5 Fagmiljøet tilknyttet studietilbudet skal drive forskning og/eller kunstnerisk utviklingsarbeid og faglig utviklingsarbeid og skal kunne vise til dokumenterte resultater med en kvalitet og et omfang som er tilfredsstillende for studietilbudets innhold og nivå.

The teaching and research expertise and experience of the faculty in the MA program in Japanese studies is well-suited to facilitate students' attainment of a combination of depth and sophistication in a specialized subfield and breadth of context for that knowledge and competence. Together, the faculty have an established record of teaching and research expertise that includes participation in international collaborative research, publication, and academic events (conferences, lecture series, etc.) The program is both internationally competitive in its standards when compared to peer programs both domestically and internationally, and also offers a focus on "translation" as a key concept and tool that distinguishes it from other MA programs in Japanese studies.

3.6 Fagmiljøet tilknyttet studietilbud som fører fram til en grad, skal delta aktivt i nasjonale og internasjonale samarbeid og nettverk som er relevante for studietilbudet.

UiB is represented by one of our staff in the *Nasjonalt fagorgan for asiatiske og afrikanske fag* (in the future probably *Nasjonalt fagorgan for Asia- og og Midtøsten-studier*). All our staff are members of *Asianettverket*, a national research network founded in 1996 for scholars oriented towards Asia. Irgens was a member of the network board for a number of years, and also served as chair of the board during two of them. The network has a weekly newsletter, arranges seminars and conferences, such as the annual ASIANET conference, and has established a prize for the best MA thesis on an Asian studies topic.

Our academic staff is well integrated into the Japan studies community of the Nordic countries. At present, Japan studies in various forms exist at three higher education institutions in Denmark, eight in Sweden, five in Finland and one in Iceland. Associations such as NIAS (the Nordic Institute of Asian Studies), NAJAKS (Nordic Association of Japanese and Korean Studies) and NAJS (the Nordic Association for the Study of Contemporary Japanese Society) are important resources and arenas for researchers, particularly for institutions with a small number of academic staff such as ours. In 2013, the University of Bergen (in collaboration with two Japan scholars at NHH and HVL) served as host for the international NAJAKS conference, which is held every three years. NAJS has annual conferences where we can meet and collaborate with fellow researchers. Finally, The Nippon Foundation has since 2016 worked actively to promote and help develop Japan studies in the Nordic Countries, by providing funding and collaboration opportunities for researchers. One of the academic positions at UiB has been partly funded by the Nippon Foundation during the upstart years, and several networking conferences have been launched, the last one in Copenhagen in March 2022. Additionally, Nathan Hopson is a mentor in the University of Tokyo's Historians Workshop program and its Research Showcases to assist early-career historians in preparing for their first conference presentations and subsequent publications in English.

3.7 For studietilbud med obligatorisk praksis skal fagmiljøet tilknyttet studietilbudet ha relevant og oppdatert kunnskap fra praksisfeltet. Institusjonen må sikre at praksisveilederne har relevant kompetanse og erfaring fra praksisfeltet.

Not relevant

Vedleggsliste 2

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Vedlegg 1

Oversikt som viser studiets oppbygging

Semester	Course	Credits	Lang.
1 (høst)	JAS301 Anvendt lingvistikk og japansk	10	Norsk
	JAS302 Readings in Modern Japanese History and Historiography	10	Engelsk
	JAS303 Japansk semantikk og oversettelse	10	J/E
2 (vår)	JAS304 Methods in Advanced Japanese Studies	15	N/J/E
	*LING313 Metode for språklege mastergrader	15	Engelsk
	<i>eller</i>		
	*HIS303 Forskingsproblem og kjeldearbeid	15	Norsk
3 (høst)	Masteroppgave (veiledet) <i>Feltarbeid/utveksling mulig</i>		
4 (vår)	Masteroppgave 60 poeng		

*Kursene tilbys ved hhv LLE og AHKR

Vedlegg 2

Studieplan for MA-program i japansk

Navn på grad

Master i japansk

Lengde

2 år (fulltid)

Studiepoeng

120

Plasser

5

Karakterkrav

Minimum C

Språk

Norsk, engelsk og japansk

Studiestart

Annenhver høst

Japansk snakkes av over 125 millioner mennesker og er fremmedspråk nummer to etter engelsk i en rekke land i Asia og Australasia. Det japanske språket er nøkkelen til dagens samfunn, der engelsk og andre fremmedspråk brukes lite. Som verdens tredje største økonomi er Japan en stor kulturnasjon der det publiseres en betydelig mengde litteratur og tekst på japansk som ikke er tilgjengelig på engelsk. Det gjelder ikke minst forskning på japanske forhold, enten det er snakk om det japanske språket, Japans historie eller japansk kultur og samfunn. I programmet legges det derfor særlig vekt på oversettelsestematikk, både som teoretisk fagfelt og som praktisk metode for å forstå og analysere ulike tekster.

Masterprogrammet i japansk bygger på en bachelorgrad med minst 90 studiepoeng i japansk språk og 30 studiepoeng i emner som er relevante for temaet i masteroppgaven. Du må videre ha tilbrakt minst ett semester på utveksling ved et japansk universitet eller kunne dokumentere gode muntlige og skriftlige ferdigheter i det japanske språket. Undervisningen på programmet foregår i utgangspunktet på norsk, engelsk og japansk og forutsetter derfor muntlige og skriftlige språkferdigheter i alle disse språkene.

Jobb

God kjennskap til et fjernt språk og kultur er ensbetydende med en kulturell sensitivitet som er svært verdifull i mange yrker i vårt flerkulturelle samfunn. Studiet gir kompetanse som er relevant for diplomatiet, forlags- og mediebransjen, biblioteker, turistnæringen og en rekke typer kulturelt relatert arbeid som oversettelse, tolking og undervisning. Kombinert med relevant PPU-kurs ved UiO, blir du med en mastergrad i japansk kvalifisert som japansklærer på vgs. Masterstudiet i japansk danner videre grunnlag for PhD-utdanning innenfor forskningsdisiplinene lingvistikk eller historie, slik at du kan kvalifisere deg videre til stillinger innen høyere utdanning og forskning.

Oppbygging

Programmet er bygget opp slik du ser nedenfor. Alle JAS-emner er obligatoriske i programmet, mens i 2. semester kan en velge mellom LING313 og HIS303, avhengig av planlagt tema for masteroppgaven.

1. semester (høst)

- [JAS301](#) Anvendt lingvistikk og japansk (10 stp)
- [JAS302](#) Readings in modern Japanese History and Historiography (10 stp)
- [JAS303](#) Japansk semantikk og oversettelse (10 stp)

2. semester (vår)

- JAS304 – Methods in Advanced Japanese Studies (15 stp)
- Valgfritt emne innenfor lingvistikk eller historie:
 - LING313 – Metode for språklige mastergrader (15 stp)
 - HIS303 – Forskningsproblem og kjeldearbeid (15 stp)

3. semester (høst) og 4. semester (vår)

- JAS350 - Masteroppgave i japansk (60 stp)

De første to semestrene brukes til å utforske og kritisk diskutere en rekke teorier og problemstillinger innen japansk lingvistikk og samtidshistorie, der særlig vekt legges på oversettelsesteori og på øvelser i oversettelse av tekster blant annet innen disse feltene. Det gis også innsikt i forskningsmetoder innenfor lingvistikk og historie, både generelt i de aktuelle disiplinene og spesifikt for japanske kontekster, som forberedelse til et eget, selvstendig forskningsprosjekt. De valgfrie emnene i andre semester dreier seg ikke direkte om Japan-relatert stoff, men det du lærer der vil du få hjelp til å sette i sammenheng til Japan på det parallelle JAS-emnet.

Det andre året i programmet er viet en veiledet masteroppgave med et Japan-relatert forskningsspørsmål innenfor fagfeltene lingvistikk eller historie. Det er også mulig å ha et større oversettelsesarbeid som masterprosjekt (se nedenfor).

Studiehverdagen

Gjennom hele programmet får du tett kontakt med både forelesere og medstudenter, blant annet gjennom fellesseminarer der alle er samlet. Du må likevel regne med mye selvstendig arbeid utenom selve undervisningen, både når det gjelder pensumlesing, oppgaveskriving og oversettelsesoppgaver. Du vil f.eks. selv måtte

ta kontakt med en bedrift eller institusjon med den hensikt å utvikle et mindre oversettelsesprosjekt i første semester.

Undervisningen foregår i form av ukentlige forelesninger og seminarer. Mye tid brukes til presentasjon av og diskusjon om tekster og fagartikler, samt arbeid med praktiske oversettelsesoppgaver til og fra japansk og vurdering av hverandres arbeid (fagfellevurdering). Undervisningen foregår på norsk, engelsk og japansk, og det legges opp et pensum på alle tre språk.

Som erfarne *sempai* oppfordres MA-studenter til å være i kontakt med både BA-studenter og japanske innvekslingsstudenter og slik bidra til miljøskapning ved faget på tvers av nivåene.

Masteroppgave

Det andre året brukes til å drive frem og ferdigstille et masterprosjekt, enten som et selvstendig forskningsprosjekt med problemstilling, teori og datamateriale, eller som et oversettelsesprosjekt av et visst omfang, med en tilhørende kontekstualisering og grundig diskusjon av kildeteksten, samt refleksjon rundt oversettelsesprosessen. Du vil få jevnlig veiledning gjennom hele prosessen med masteroppgaven.

Feltarbeid

Det er mulig å dra på feltarbeid til Japan (eller andre steder) for å samle inn data og litteratur, gjerne i løpet av tredje semester. UiB har mange partneruniversiteter i Japan, og fagmiljøet bistår i forbindelse med slike opphold.

Hva lærer du?

Du som har tatt mastergrad i japansk

- har solide kunnskaper om bestemte temaer innen japansk lingvistikk og japansk historie
- har gode kunnskaper om vitenskapelige teorier og metoder som er relevante for bestemte Japan-relaterte temaer, enten innen lingvistikk eller historie
- har utviklet en selvstendig og kritisk forståelse av enkelte språkvitenskapelige eller historiske teorier og metoder
- kan oversette og kontekstualisere japanske fagtekster til norsk eller engelsk
- kan anvende kompetansen din på spesialiserte oversettelsesprosjekter
- kan kommunisere om faglige problemstillinger, analyser og argumenter innenfor ett av de to fagområdene, både generelt og med spesialister.

Vedlegg 3

JAS301

Emnekode	JAS301
Navn på emnet	Anvendt lingvistikk og japansk
Studiepoeng, omfang	10 stp
Studienivå (studiesyklus)	Master
Fulltid/deltid	
Undervisningsspråk	Norsk
Undervisningssemester	Annenhver høst (oddetallsår)
Undervisningssted	Bergen
Mål og innhold	<p>Studiet gir innsikt i feltet anvendt lingvistikk generelt, og tre problemområder knyttet til japansk språk spesielt:</p> <ul style="list-style-type: none">• Fremmedspråksundervisning• Oversettelsesteori og -praksis• Klarspråkstematikk
Læringsutbytte Learning Outcomes EB_UTBYTTE	<p>Kunnskap Kandidaten er kjent med feltet anvendt lingvistikk, hvordan det har utviklet seg historisk og hvilke problemområder feltet dekker. Kandidaten har inngående kjennskap til tre distinkte forskningsområder på feltet når det gjelder japansk språk.</p> <p>Ferdigheter Kandidaten er i stand til å lese og analysere engelskspråklige forskningsartikler innenfor tre definerte felt, samt diskutere og formulere ulike løsninger på anvendtlingvistiske problemstillinger knyttet til japansk språk.</p> <p>Kandidaten er i stand til å lese og oversette japanskspråklige fagtekster innenfor anvendt lingvistikk til norsk.</p> <p>Generell kompetanse</p>

	Kandidaten har innsikt i problemstillinger, begreper, metoder og diskusjoner innenfor feltet anvendt lingvistikk knyttet til det japanske språket.
Krav til forkunnskapar	Bachelorgrad i japansk ved UiB eller tilsvarende, med gjennomsnittskaraktar minimum C.
Tilrådde forkunnskapar	Mellomnivå i japansk og kjennskap til lingvistikkfaget. Det er anbefalt at kandidaten har studert i minst ett semester ved et japansk universitet.
Studiepoengsreduksjon	
Krav til studierett	Emnet er åpent for studenter med opptak til Masterprogrammet i japansk ved Universitetet i Bergen.
Arbeids- og undervisningsformer	Det vil bli gitt: - en dobbeltforelesning hver tredje uke i løpet av 12 uker - ett seminar pr uke i 12 uker
Obligatorisk undervisningsaktivitet	- to semesteroppgaver innenfor to av de tre undertemaene på emnet - to utvalgte fagtekster oversatt fra japansk til norsk eller engelsk - en prosjektskisse for egen Masteroppgave Godkjenning av obligatoriske arbeidskrav er gyldige i undervisningssemesteret og det påfølgende semesteret
Vurderingsformer	Hjemmeksamen
Hjelpemiddel til eksamen	Alle hjelpemidler tillatt
Karakterskala	A - F
Vurderingssemester	Annenhvar høst (oddetallsår). Det er også vurdering i vårsemesteret etter undervisningssemesteret for studenter med gyldig godkjenning av obligatoriske arbeidskrav.
Litteraturliste	Pensum er: En introduksjonsbok i anvendt lingvistikk, samt fagartikler/bokkapitler innenfor hvert av de tre delfeltene, både på norsk, engelsk og japansk.
Emneevaluering	Emneevalueringer blir gjennomført i tråd med UiBs kvalitetssikringssystem.

Programansvarleg	Programstyret har ansvar for faglig innhold og oppbygging av studiet og for kvaliteten på studieprogrammet og alle emnene der.
Emneansvarleg	Programstyret for japansk
Administrativt ansvarleg	Det humanistiske fakultet ved Institutt for framandspråk har det administrative ansvaret for emnet og studieprogrammet.
Kontaktinformasjon	Studieveileder: studierettleiar.if@uib.no Eksamensadministrasjon: eksamen.if@uib.no

Vedlegg 4**JAS302**

Course code	JAS302
Course title	Readings in Modern Japanese History and Historiography
Credits	10
Level of Study	Master
Full time or part time	Full time
Language of instruction	English
Course offered	Every other fall (odd number years)
Place of instruction	Bergen
Objectives and Content	<p>Advanced knowledge of modern and contemporary Japanese history and the state of the field in modern and contemporary Japanese historiography.</p> <p>Clear understanding of the interface between modern and contemporary Japanese history and both adjacent fields (such as East Asian history) and current social issues.</p> <p>Ability to apply this knowledge to original research and knowledge production in history and neighboring fields.</p> <p>Ability to effectively utilize Japanese-English and/or Japanese-Norwegian translation of primary and secondary source materials as a tool enabling academic research on modern and contemporary Japanese history.</p>
Learning Outcomes	<p>Knowledge</p> <p>The candidate will become familiar with the field of modern and contemporary Japanese history, including the history of the field itself and the academic issues it encompasses.</p>

	<p>The candidate will develop in-depth knowledge of a research subfield within the field of modern and contemporary Japanese history.</p> <p>Skills</p> <p>The candidate will be prepared to carry out limited independent research in the field of modern and contemporary Japanese history, using appropriate existing theories, methods, and interpretations in the field to formulate research questions and acquire, synthesize, and analyze the primary and secondary sources required to answer those questions.</p> <p>The candidate will be prepared to carry out translation from Japanese to English and/or Norwegian of primary and secondary source materials to the study of modern and contemporary Japanese history. In addition to the technical skills required for consistently high-quality translation, the candidate will additionally demonstrate sensitivity to issues around “cultural translation”, i.e. the effective apprehension and communication of the perilingual underpinnings of the translated text.</p> <p>General Competence</p> <p>The candidate will be conversant in the issues, concepts, methods, and debates in the field of modern and contemporary Japanese history and will be able to apply this knowledge to the analysis of relevant academic, professional, and research problems. The candidate will improve critical reading, analysis, and both oral and written communication skills in academic English and be capable of communicating with diverse specialist and non-specialist audiences about the academic issues of modern and contemporary Japanese history and their relevance to the presence and future.</p>
<p>Required Previous Knowledge</p>	<p>Bachelor’s degree in Japanese or Japanese Studies at UiB or equivalent, with an average grade of at least C (GPA 2.5 or above).</p> <p>Must have taken multiple upper-division history classes in an undergraduate program or their equivalent.</p>

Recommended Previous Knowledge	Demonstrated knowledge of modern and contemporary Japanese and/or East Asian history
Credit Reduction due to Course Overlap	N/A
Access to the Course	Open to students enrolled in the master's program in Japanese
Teaching methods and Extent of Organized Teaching	Weekly seminar for 12 weeks 6 lectures (asynchronous)
Compulsory Assignments and Attendance	12 weekly readings Lead discussion of one reading Semester paper (3000-6000 words) First draft, peer review, final draft
Forms of Assessment	Portfolio Materials to lead discussion Semester paper first draft and first review Translation of one pre-1945 and one post-1945 historical source Semester paper
Examination Support Material	N/A
Grading Scale	A-F
Assessment Semester	Every other fall (odd number years)
Reading List	English-language articles and book excerpts from works of modern and contemporary Japanese historiography published in the past 30 years or so and treating major themes in the field. Primary sources in Japanese for translation and analysis.
Course Evaluation	Carried out in line with UiB's quality assurance system
Programme Committee	The program board is responsible for the academic content and structure of the study program and for the quality of the study program and all courses therein.

Course Administrator	
Contact Information	Studierettleiar: studierettleiar@if.uib.no Eksamensadministrasjon: eksamen@if.uib.no

Vedlegg 5

JAS303

Course code	JAS303
Course title	Japanese semantics and translation
Credits	10
Level of Study	Master
Full time or part time	
Language of instruction	Japanese, Norwegian
Course offered	Every other fall (odd number years)
Place of instruction	Bergen
Objectives and Content	<ul style="list-style-type: none"> - Improvement the Japanese proficiency level of students - Understanding of Semantics in Japanese linguistics - Project-based translation works
Learning Outcomes	<p>Knowledge</p> <p>The candidate will gain a deeper understanding on Japanese language and culture through various types of text and discourse.</p> <p>Skills</p> <p>The candidate will be prepared to conduct linguistic research using data/materials in Japanese. The candidate will also gain experience to conduct a project based on their language skills.</p>
Required Previous Knowledge	Bachelor's degree in Japanese or Japanese Studies at UiB or equivalent, with an average grade of at least C (GPA 2.5 or above).
Recommended Previous Knowledge	Basic knowledge of linguistics
Credit Reduction due to Course Overlap	
Access to the Course	Open to students enrolled in the master's program in Japanese at the University of Bergen

Teaching methods and Extent of Organized Teaching	Weekly seminar/lecture for up to 12 weeks
Compulsory Assignments and Attendance	Semester paper (3000-6000 words) Conducting a project for translation and giving oral presentation about the project. <i>Compulsory assignments are valid for one semester following the semester of instruction.</i>
Forms of Assessment	Oral exam
Examination Support Material	
Grading Scale	A-F
Assessment Semester	Every fall (odd number years)
Reading List	Examples: Hasegawa, Y. (2013). The Routledge course in Japanese translation. Routledge. Lakoff, G., & Johnson, M. (2008). Metaphors we live by. University of Chicago press. Kövecses, Z. (2006). Language, mind, and culture: A practical introduction. Oxford University Press. Selected Japanese literary works
Course Evaluation	Carried out in line with UiB's quality assurance system
Programme Committee	
Course Administrator	
Contact Information	Studierettleiar: studierettleiar@if.uib.no Eksamensadministrasjon: eksamen@if.uib.no

Vedlegg 6**JAS304**

Course code	JAS304
Course title	Methods in Advanced Japanese Studies
Credits	15
Level of Study	Master
Full time or part time	
Language of instruction	English, Norwegian, Japanese
Course offered	Every other spring (even number years)
Place of instruction	Bergen
Objectives and Content	<p>This course offers a deepened understanding of the intersection of history, culture, and language mainly in the context of modern and contemporary Japan. Students also gain insight into research methods in the fields of history and of linguistics when applied to a Japanese context. The course is to be taken in parallel with LING313 or HIS303 and will help students to apply knowledge from those courses in the specific context of Japanese studies.</p> <p>Through readings, presentations and discussions, students learn to apply their knowledge to original research and knowledge production in highly specialized fields, and to communicate this original knowledge both to other specialists and across disciplines.</p>
Learning Outcomes	<p>Knowledge</p> <p>Students are familiar with the skills and techniques of research and writing on modern and contemporary Japanese linguistics and/or history.</p> <p>Students have developed in-depth knowledge of specific archives, language corpora, and other primary sources within a research subfield in Japanese linguistics and/or history.</p>

	<p>Skills</p> <p>Students are able to use appropriate theories, methods, interpretations, tools, and resources in the chosen field to formulate research questions.</p> <p>Students can carry out, and present in both written and oral forms independent research in a subfield of modern and contemporary Japanese linguistics and/or history.</p> <p>Students can acquire, synthesize, and analyze the primary and secondary sources required for the purpose of presenting answers to their research questions to both specialized and nonspecialized audiences.</p> <p>General Competence</p> <p>Students are conversant in issues, concepts, methods, and debates within a subfield of modern and contemporary Japanese linguistics and/or history and are able to apply this knowledge to the analysis of relevant academic, professional, and research problems.</p>
Required Previous Knowledge	Bachelor's degree in Japanese or Japanese Studies at UiB or equivalent, with an average grade of at least C (GPA 2.5 or above).
Recommended Previous Knowledge	Demonstrated knowledge of the fields of modern and contemporary Japanese linguistics and/or history
Credit Reduction due to Course Overlap	N/A
Access to the Course	Open to students who have completed 30 credits in the master's program in Japanese at UiB
Teaching methods and Extent of Organized Teaching	<p>Weekly seminar for up to 12 weeks</p> <p>6 lectures (asynchronous)</p>
Compulsory Assignments and Attendance	<p>12 weekly readings</p> <p>Leading the discussion of at least one of the readings</p> <p>Summarizing and presenting lecture content from LING313 or HIS303</p>

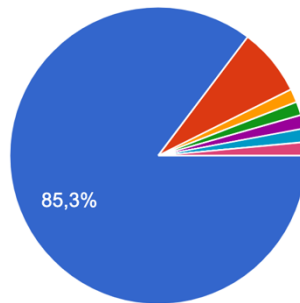
	<p>Writing a literature review and a research proposal</p> <p>Conducting and receiving peer review of proposal draft.</p> <p>Compulsory assignments are valid in the semester of instruction only.</p>
Forms of Assessment	<p>Portfolio consisting of</p> <ol style="list-style-type: none"> 1) a presentation of materials 2) a literature review 3) a research proposal
Examination Support Material	N/A
Grading Scale	A-F
Assessment Semester	Every other spring (even number years)
Reading List	<p>2 readings selected by each professor in the Japanese program, representing high-quality, state-of-the-field, fundamental research in each field (total:6)</p> <p>1-2 readings selected by each student based on their own research.</p> <p>The reading list will be available by 1 June for the Autumn semester.</p>
Course Evaluation	Carried out in line with UiB's quality assurance system
Programme Committee	The program board is responsible for the academic content and structure of the study program and for the quality of the study program and all courses therein.
Course Administrator	The program board
Contact Information	<p>Studierettleiar: studierettleiar.if@uib.no</p> <p>Eksamensadministrasjon: eksamen.if@uib.no</p>

Vedlegg 7

Resultat av spørreundersøkelse foretatt av Fagutvalg for japansk 04.11.21

Har du lyst/ tenkt til til å ta en mastergrad i japansk?

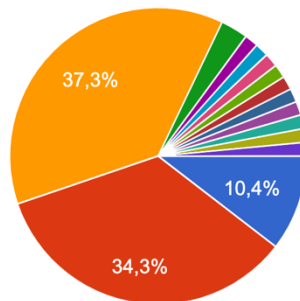
68 svar



- Ja
- Nei
- Kanskje
- Vurderes opp mot andre mulige jobb muligheter
- Kanskje, hvis den kan tas på deltid
- Vurderes, men er ikke nødvendig
- Kanskje

Har du lyst/ tenkt til å ta en mastergrad i japansk ved UiO eller i Japan?

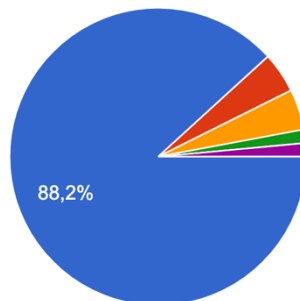
67 svar



- Ja, på Universitetet i Oslo
 - Ja, i Japan
 - Nei
 - Bergen
 - Vet ikke
 - Hvis mulig, ved UiB.
 - Vil bli ferdig me bachelor først før jeg vet
 - Vet ikke
- ▲ 1/2 ▼

Hvis det hadde vært mulig å ta en Mastergrad i Japansk ved UiB, hadde du vært interessert i dette?

68 svar



- Ja!
- Nei!
- Kanskje
- Selvfølgelig! - spesielt dersom det er muligheter for både kulturelle og språklige tema (enda bedre om man kan kombinere disse)
- Ikke hvis den blir lagt opp lik den i Oslo, med mer eller mindre 1.5år akademia og et halvt år japansk

Vedlegg 8

Tabell 1: Studenter og ansatte

Tabellen skal gi informasjon om studiets størrelse i forhold til fakultetets øvrige studietilbud.

Enheter og program	Registrerte studenter	Opptatte studenter	Kandidater	Vitenskapelige årsverk
Ved fakultetet totalt	3700	Ca. 1400	470	450
Ved instituttet for det omsøkte studiet	Ca. 920	Ca. 425	Ca. 121	Ca. 80
Ved det omsøkte studiet				3.2

Kommentar: Tallene for fakultetet totalt er hentet herfra:

<https://www.uib.no/hf/97312/tall-og-fakta>

Tallene for instituttet er omtrentlige estimater og må sikres.

BA-programmet har hatt høye søkertall i mange år, og tar bare opp rundt en tredjedel av søkerne.

Vedlegg 9

Tabell 2: Forventet antall studenter ved studiet

Tabellen skal gi informasjon om forventet studenttall og rekrutteringsgrunnlag for studiet.

Antall studenter ved det omsøkte studiet	Studenter totalt første studieår	Studenter totalt ved full drift
Antall fulltidsstudenter	Maks 5	Maks 5
Antall deltidsstudenter		
Antall nettstudenter		

Kommentar: Bare opptak annenhver høst

Vedlegg 10

Tabell 3: Oversikt over fagmiljøet

Tabellen skal gi en kvantitativ oversikt over fagmiljøet studiet er forankret i. Innsatsen til de ansatte oppgis i undervisningsprosent, ved oppstart og ved full drift.

Samlet oversikt over planlagt dimensjonering av undervisningsressurser for studieprogrammet					
1	2	3	4	5	6
Stillingskategori første studieår	Samlet antall første studieår	Samlet undervisningsprosent per stillingskategori første studieår	Stillingskategori ved full drift	Samlet antall^[1]_(SEP) ved full drift	Samlet undervisningsprosent per stillingskategori ved full drift
Professor/Dosent	1	75%	Professor/Dosent	1	75%
Førsteamanuensis	2	46%	Førsteamanuensis	2	46%
Post doc			Post doc		
Stipendiat			Stipendiat		
Universitetslektor	0.2	20%	Universitetslektor	0.2	20%

Faget har 3.2 faste stillinger, hvorav én er dosent og dermed har høyere undervisningsmengde enn de to andre, som har 46% forskningstid. De to 10%-stillingene brukes bare på undervisning og retting på BA-programmet (tabell 4).

Tabell 4: Tilgjengelige ressurser

Stillinger - antall	Timer pr semester pr ansatt	Timer pr år alle
Dosent	636 x1	1272
Førsteamanuensis	390 x 2	1560
Universitetslektor	85 x 2	170
Til sammen		3002

Grunnet begrensede ressurser har faget lenge vært nøye med arbeidstids- og ressursregnskapene i henhold til stillingsprosjenter. BA-programmet er godt etablert, og har vært drevet med 2.2 fast ansatte over flere år. Ressursregnskapet for BA-programmet er satt opp i tabell 5.

Tabell 5: Ressurser til BA-programmet

Høst	Undervisning	Retting/veiledning*	Sum
JAP100	144 timer	184 timer	328 timer
JAP120	560 timer	165 timer	725 timer
Vår			
JAP110	555 timer	120 timer	675 timer
JAP205	400 timer	57 timer	457 timer
EAS250	60 timer	50 timer	110 timer
Sum	1719 timer	576 timer	2295 timer

*Timetallet er estimert med god margin, slik at det reelle tallet kan være noe lavere.

Samlet antall timer til undervisning/veiledning over hele BA-programmet i ett år er 2295 timer, mens samlet undervisnings-/veiledningskapasitet pr år er på 3002 timer. Med de 3.2 faste stillingene vi nå har fått, er kapasiteten nå derfor blitt større enn behovet på BA-

programmet. Estimert timebruk på et MA-program er på 464 timer første året, og 300 timer andre året (tabell 6).

Tabell 6: MA-programmet (estimert timebruk)

Høst	Undervisning	Retting/veiledning	Sum
JAS301	96 timer	20 timer	116 timer
JAS302	96 timer	20 timer	116 timer
JAS303	96 timer	20 timer	116 timer
Vår			
JAS304	96 timer	20 timer	116 timer
Sum første år	384 timer	80 timer	464 timer
Andre år			
JAS305 (MA-oppgave)	0 timer	300 timer	300 timer
Sum andre år	0 timer	300 timer	300 timer

Som tabellene viser, er det mer enn nok undervisnings-/veiledningskapasitet på faget til å drive både et BA- og et MA-program. Et viktig poeng blir å sikre at de to forskerstillingene får tilstrekkelig med sammenhengende tid til forskning. Faget er kjent med pilotprosjektet ved AHKR, der man prøver ut ulike modeller for dette, f.eks. i form av bolkundervisning. De ønsker å lære av dette og har diskutert muligheten for at to av dem underviser mer konsentrert i noen uker av gangen, mens den tredje har redusert undervisning i samme periode. Ettersom alle tre ansatte er kjent med samtlige emner på hele BA-programmet i detalj og lett kan steppe inn for hverandre, mener instituttet at en slik ordning skal være fullt gjennomførbart på programmet. Et annet tiltak som vurderes fortløpende er å bedre utnytte det potensialet som ligger i pandemi-ervert kompetanse innen digitalisering, i form av forberedelsespakker og videoopptak av kunnskapsstoff. Ingen av underviserne er involvert i andre program ved instituttet.

Ettersom det planlagte MA-programmet bare har oppstart annenhver høst, vil det hvert annet år bare være veiledningsplikt på programmet. Forskningstermin for de to

forskerstillingene vil derfor være mulig i høst- eller vårsemesteret annethvert år, mens de to andre ansatte tar seg av all undervisningen på BA-programmet. Høstsemesteret annethvert år er trolig gunstigst, ettersom det da er noe mindre undervisning på BA-programmet enn om våren. Det eneste som kan bli nødvendig under forskningsterminen er veiledning av en eller to MA-studenter, men dette vil avhenge av oppgavetema/fagfelt. I år med undervisning på MA blir det ikke mulig med forskningstermin.

Instituttleder opplever at japanskfaget har god kontroll på ressursituasjonen på faget og legger opp til et MA-program som tar hensyn til de tilgjengelige undervisningsressursene. Det er særlig det faktum at Irgens er ansatt i en dosentstilling, som gjør at hun både har høyere undervisningsandel og ikke har krav på forskningstermin, som gjør at regnestykket går opp, også i de semestrene når andre på faget har forskningstermin. Det er dessuten positivt at man har valgt å bruke emner fra lingvistikk (LLE) eller historie (AHKR) i andre semester for å gi studentene den faglige dybden de trenger på de områdene før de går løs på masteroppgaven, og at dette skjer på en måte som er ressurseffektiverende for japanskfaget.