

Proposal for a Major in Japanese

Submitted by:
Department of Modern Languages and Literatures
College of Arts and Sciences

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Table of Contents

I. Abstract	4
II. History of Japanese in the DMLL	
1. History of the Japanese Program	5
2. Study Abroad Opportunities for Japanese Students	6
3. Summary of the Status of Asian Languages at the Present Time in the DMLL relation to the 2010 and 2020 Vision Statements	6
III. Justification for the Japanese Major	
1. Enrollments	7
2. Chart of the Japanese Section's Growth 1976 to 2007	7
3. Japan's Position in the World, US, MI, and Oakland County, and the Role of Knowledge of Japan and Its Language	8
4. The Japanese Community in Oakland County and Its Influence on Oakland University	10
5. Interest in the Japanese Language Education in Metro Detroit Schools	10
6. The General Value of a Japanese Degree	11
IV. Japanese program at Oakland University, present and future; requirements for a Japanese Major	
1. Courses Presently Offered for the Japanese Minor	14
2. New Courses Proposed for the Japanese Major	16
3. Requirements for a Japanese Major	18
4. Study Abroad	19
5. Sample Four-Year Program for Japanese Major	19
V. Japanese programs at other Michigan universities	21
VI. Collaboration between the DMLL Japanese Major, the Center for International Programs and other departments	
1. Collaboration between the DMLL and the Center for International Programs	25
2. Collaboration between the DMLL and the Department of History, Art, and Art History	25
3. Collaboration between the DMLL and the Department of Economics, Engineering and Computer Science	25
4. Collaboration between the DMLL and the School of Education's STEP Program for Teacher Certification	25
5. Collaboration between the DMLL and the Department of Linguistics	26
6. Collaboration between the DMLL and the Honors College	26
7. Collaboration between the DMLL and the Medical School	26
8. Collaboration between the DMLL and Madonna University	27
VII. Staffing needs for Japanese	
1. Faculty Currently Teaching Courses Related to the Japanese Minor	28

2. Distribution of Courses among Full- and Part-time Faculty in Japanese in the DMLL	29
3. Current Typical Yearly Schedule in Japanese	29
4. Prospective Schedule in Japanese with Approval of Major Status	29
5. Staffing Needs for the Japanese Major	30
6. Costs to the University	30
VIII. Estimated revenue from Japanese Major	
1. Projected Enrollments for Japanese	31
2. Five-Year Budget: 2007-2008 to 2011-2012	32
IX. Review of Kresge Library holdings in Japanese and Japanese-related topics	
1. Present List of Holdings	33
2. Japanese Materials in OU Library: A Preliminary Accounting	33
3. Library Collection Evaluation for a Proposed Japanese Major	36
Appendix A: Journals Relevant to Japanese Major Held by OU Library	39
Appendix B: Recommended Journals to Support Japanese Major	40
Appendix C: Budget for Library Materials for Japanese Major	41
X. Survey of student interest in a Japanese Major and reasons for studying Japanese language and culture	
Questionnaire	42
	44
Appendix A: Japanese Survey Results	
Appendix B: Oakland University's History of Japanese Enrollment	
Appendix C: Support Letters	
Appendix D: Faculty Vitae	

I. ABSTRACT

Japanese is offered currently as a minor in the Department of Modern Languages and Literatures (DMLL) and a major in the Center for International Programs under East Asian Studies. The present proposal is to upgrade Japanese from a minor in the Department of Modern Languages and Literatures to a major, effective Fall 2008.

This proposal provides a history of Japanese in the DMLL from 1976, when Japanese was first offered, to the present. Enrollments have grown steadily until the present time, and Japanese is emerging as a contender for the third highest enrollments in the DMLL (currently it is in fourth place, after Spanish, French and German). In the following pages departmental enrollment information is provided in order to situate Japanese in the context of the DMLL. As Oakland University's student population approaches 25,000, as called for in the 2020 Vision Statement, demand for a Japanese major can only increase. This proposal presents descriptions and syllabi of all courses presently taught in the Japanese program in the DMLL as well as outlines for the new courses proposed for the Japanese major. In addition, we include a review of Japan-related courses and faculty members presently teaching these courses, in the Departments of History, Art History, and International Studies as well as in the DMLL. The expanded program will eventually necessitate the addition of two new Japanese faculty members in the DMLL, whose duties and responsibilities are profiled.

Strong enrollment figures are not the sole justification for establishing a major in Japanese. The 2020 Vision Statement calls for Oakland University to achieve the status of a national university that emphasizes global experiences. Oakland County is a strategic center for international business and the prominence of Japan-related businesses in the area makes Oakland University an ideal site for a Japanese major. Further, the Japanese major will assist the university in meeting other goals outlined in the 2010 and 2020 Vision Statements, including the preparation of students as effective contributors and leaders in tomorrow's global workforce and society. The Japanese major will respond to the urgent local and national need for Americans who have a knowledge of Japanese language, culture, society, business practices, and values and who are being sought by companies wishing to compete in the international workplace. Located in southeastern Michigan are a surprisingly large number of Japanese companies, international companies that do business with Japan, and American companies that need American employees capable of performing their jobs in the context of global business, in which Japan plays an important role. Students with the Japanese major graduating from Oakland University will be well-qualified to pursue a large variety of academic and professional goals, including teaching, or attending graduate school as well as working in high-profile jobs in the public and private sectors. Because Oakland students can choose to combine their Japanese language skills with related business, computer, or engineering majors and minors, they will be well prepared to compete in a job market that demands highly specialized skills.

The Japanese major will also contribute significantly to cultural and linguistic diversity in the Department of Modern Languages and Literatures, and by extension to Oakland University as well. The Japanese major will offer students opportunities to work with people of diverse cultural and ethnic backgrounds, another of the goals articulated in the Vision Statement.

II. HISTORY OF JAPANESE IN THE DMLL

1. History of the Japanese Program

Japanese language courses were offered for the first time in 1975-76. At that time, Japanese courses were taught by part-time instructors only and the program was essentially considered to be peripheral in the Department of Modern Languages and Literatures. In 1976/77, JPN 114, JPN 115, JPN 214 and JPN 215 (first and second year Japanese language, 4 credits each) were available (for detailed course descriptions, see Appendix A). In 1979/80, JPN 390 (Directed Readings in Japanese) was added. Over the years 1976-1992, the continuing interest of students in taking Japanese seemed to warrant a full-time faculty position in the DMLL, and in 1992 a new tenure-track position in Japanese was created, initially funded through a large grant from the McGregor Foundation. The new faculty member was given the mission to develop the Japanese program in the DMLL as well as to provide courses in the Center for International Programs related to the study of Japanese. The present proposal is the culmination of that objective.

In 1992-1993, JPN 316 (Intermediate Japanese Conversation), JPN 318 (Japanese Composition) and JPN 355 (Translation from Japanese into English) were added to the curriculum. In 1996, Japanese was upgraded to a minor based on the growing student interest. In the same year, JPN 351 (Japanese Civilization) was offered for the first time, and in 1997/98, JPN 457 (Business Japanese) was created. Soon after Japanese became a minor, there was a demand for more advanced-level Japanese courses by students completing the intermediate courses. Advanced-level Japanese courses have since been offered as independent study at the request of students; to better fill these needs, JPN 408 was created in 2006. Meanwhile, students who are Japanese Studies majors in the Center for International Programs have requested independent studies courses in the DMLL to satisfy their requirements and these courses also have been provided.

Enrollments at all levels have continued to grow. First-semester Japanese classes have typically attracted high numbers of students in both the day and evening slots (for a discussion of enrollments, see Section II of this proposal). At present there are three to nine students each year who are granted a Japanese minor, numbers that compare favorably with the other languages in the DMLL. In the year 2000-2001, for example, the DMLL graduated 24 majors and 22 minors; of the minors, there were 9 in French, 1 in German, 8 in Spanish, and 4 in Japanese. Often, students with a minor in Japanese take their major in Japanese Studies in the Center for International Programs, while others typically major in Engineering or Business. Some students who have completed all required courses for a Japanese minor do not claim the degree, and therefore the actual number of the students who qualify for a Japanese minor is higher.

2. Study Abroad Opportunities for Japanese Students

In addition to on-campus classes at Oakland University, DMLL students in Japanese have also been provided the opportunity to study abroad through Oakland University's association with Nanzan University and the Japan Center for Michigan Universities (JCMU). Oakland University regularly sends from three to seven students each year to study in Japan. Typically, these students go to Japan after taking Japanese language courses for one to two years in the DMLL. Upon returning to OU, they generally continue to study Japanese for one to two years. However, because

the DMLL does not offer advanced-level Japanese courses on regular basis, students often find that in order to continue their Japanese studies, they have to take the intermediate Japanese courses even if their linguistic skills are now above that level. While every attempt has been made to offer independent studies appropriate for the skill levels of these students, the Japanese section of the DMLL cannot satisfy all of these individual requests. With the establishment of the Japanese major, we will be able to offer sufficient courses at the third and fourth year levels, as well as courses in advanced skills such as translation, to accommodate these students.

We send two to three students to Nanzan University each year as exchange program students. Three to six students each study at JCMU. The OU-Nanzan Program recently has been attracting more applicants than the program can accommodate, and therefore we are currently in contact with other Japanese universities with whom we hope to establish student exchange programs.

3. Summary of the Present Status of Japanese in the DMLL in Relation to the 2010 and 2020 Vision Statements

Oakland University's 2010 Vision statement establishes the goal of providing students "enriching and diverse programs...and cultural experiences...to provide the foundation for productive citizenship for graduates in the twenty-first century." The 2020 Vision Statement amplifies on this goal, seeing Oakland University as a national university of 25,000 students that provides global experiences and perspectives. The Japanese major will contribute to these endeavors by producing graduates with the linguistic skills and cultural sophistication to succeed in the international business world, in which Japan is a major player. The 2010 Vision asserts its interest in "building collaborative relationships with business, industry, education and government to meet the demands of a highly educated workforce and high-performance workplace." The Japanese major will give students the intellectual skills and actual experience to take part in such collaborative relationships. The 2010 Vision Statement foresees a "dynamic model of synergism that is achieved by people with diverse cultural and ethnic backgrounds working together for common goals." The diverse faculty teaching in the major in Japanese will contribute to the realization of this goal, while students will learn to work with a non-Western country with deep ties to the United States. Through its emphasis on diversity and its goal of educating students for a global society, the Vision Statements pave the way for programs such as the Japanese major. Considering the emergence of Asian countries as powerful competitors in the global marketplace, there is a clear need for Americans with foreign language capabilities and cultural "know-how." The Japanese major will support our students in this endeavor.

III. JUSTIFICATION FOR THE JAPANESE MAJOR

The justification for the Japanese Major is based on the following two related factors: (1) the steadily increasing enrollments in Japanese classes over the years since Japanese was first offered in 1976 and particularly since it became a minor in 1996; and (2) the significant role Japan, and by extension the Japanese language and culture, play in the world today. Japan's supreme importance both to the United States and to the larger international community is strongly felt here in the Detroit Metropolitan area, due to the large number of Japanese businesses that have located here. The Japanese major program, as a component in the Department of Modern Languages and Literatures, provides students interested in Japanese culture and literature with opportunities to expand and deepen their knowledge and understanding in these fields. At the same time, it will give students pursuing business, computer, engineering, and other relevant majors skills that will enrich their careers and increase their employability in the international workplace. Oakland University is thus perfectly suited for a Japanese major program.

Oakland University's Vision Statements emphasize its commitment to offering students important cultural experiences and preparing them to be effective contributors and leaders in tomorrow's workplace and society, both locally and in the world communities. The Japanese major is thus in accord with the university's vision for the next ten years and will support the university community in achieving its long range goals.

1. Enrollments: As we have seen, the history of the Japanese program in the DMLL shows a continuous overall growth in enrollments from 1976 to the present. The first time Japanese was offered in 1976-77, there were 14 students in two classes (114 and 115). Ten years later, in 1986-87, there was a total enrollment of 80 among the 114, 115, 214, 215, 316/318, and 355 classes. By 1996-97, when Japanese became a minor, enrollments had doubled for a total enrollment of 159. The most recent totals were 255 in 2004-05, and 276 in 2005-06. As can be seen in the chart provided on the next page, at present Japanese enrollments compare favorably with other language mainstays in the department despite its status as a minor program.

The department generally experiences significant attrition rates between the 100-level classes (where a considerable number of students are satisfying a general education requirement) and the 200-level, where students with serious language goals emerge. 50% of the students in JPN 114 continue to JPN 115; 30% of JPN 115 to JPN 214; 90% of JPN 214 to JPN 215. 80 % of JPN 215 students move on to the 300-level Japanese classes; and 80 percent of the 300-level students take the 400-level Japanese courses, based on past experience. The number of students in the 300- and 400-level classes has consistently remained at about 8 to 22 students per year. Again, these numbers compare favorably with enrollments in other DMLL courses at these levels.

Departmental enrollment figures gathered for the purpose of the preparation of the departmental Ten-Year Self-Study Report in the year 2000 showed a 76% growth in enrollment overall in the Japanese program from 1990 to 1999. This is a favorable statistic in the context of the DMLL where, departmentally, three languages (including Japanese) showed increases in enrollments in the period 1990-1999, while three languages showed decreases in overall enrollments. Japanese is in a growth mode for a variety of reasons (cultural, educational, and business-related), and we expect interest in Japan to continue to grow in the years to come.

The number of sections of JPN 114 has grown over the years from one section in 1976-77 to four in 2005-06. In 2007-08, seven sections are being offered. All the JPN 114 classes have had near-full enrollments. In like manner, by 2007-08, JPN 115 and 214 have both grown from one to three sections per year; and 215 from one to two. JPN 115, 214, and 215 have four, three, and three sections respectively in the year 2007-08.

2. Chart of the Japanese Sections Growth 1976 to 2007

Year Course	1976-77	2005-06	2006-07
JPN 114	1 section	4	7
JPN 115	1 section	3	4
JPN 214	0	3	3
JPN 215	0	2	3
total	2 sections	12	17

The enrollment trends in Japanese in the DMLL accord with statistics gathered by the Japan Foundation concerning Japanese enrollments in colleges and universities throughout the United States. These statistics show that between 1993 and 1998, in the most recent extensive survey conducted by the Japan Foundation, the study of Japanese experienced an increase of 153% across the country in American elementary, middle, and high schools, and 79% in colleges and universities in the United States.¹ The trend at OU is thus completely consistent with national trends. This is also seen at both the local level, where it is possible to take Japanese at a number of middle and high schools in the area. Thus, enrollment figures and student interest predict that, with a broad and regular selection of courses that a major in Japanese would provide, OU has the potential to become an important educational center and leader in the study of Japanese language for our community, area, and state.

3. Japan's Position in the World, US, MI, and Oakland County, and the Role of Knowledge of Japan and Its Language: According to the World Fact Book 2006, Japan's Gross Domestic Product index is the fourth largest in the world after the European Union, the US, and China. Japan's economy, as a single country, is larger than that of any member in the European Union. Reflecting the importance of Japan in today's world, the number of the institutions worldwide that offer Japanese language education increased by 9.5 times between 1979 and 1998 according to the most recent available research on the subject; during the same period, the number of students learning the Japanese language multiplied by 16.5 times. In the US alone, between 1993 and 1998, the number of Japanese learners at such institutions saw an increase of 124.1%. In higher education institutions, the increase rate was 83.8% during the same period.²

¹ Muneharu Kusaba, et al., "Japanese Studies in 1992 and Beyond," Japanese Studies in the United States: The 1990s (Tokyo: The Japan Foundation, 1996) p. 281.

² The Japan Foundation, Survey Report on Japanese-Language Education Abroad 1998 (Tokyo: Japan Foundation, 2000) pp. 9, 28-29.

Since the "Japanese Economic Miracle" in the late 1970s, Japan has established strong ties with Asian countries. Particularly, in recent years, Japan has been the largest investor in the Pacific Rim countries that include Australia and New Zealand. Its investment in these countries has been higher than any other nation. Japan has also supplied a significant amount of humanitarian and cultural aid to these countries. Regarding the importance of Japan and the Japanese language in these countries, the following information by Dr. Dean W. Collinwood gives a clear picture: "Between 1984 and 1989, Japan's overseas development assistance to the ASEAN [Association of Southeast Asian Nations] countries amounted to \$ 6.1 billion. In some cases, this assistance translated to more than 4 percent of a nation's annual national budget and nearly 1 percent of its GDP.... Throughout Asia, Japanese is becoming a major language of business (underscoring added)."³ Considering the fact that the business and cultural relationships between the US and Asian and Pacific Rim countries also have been strengthening in recent years, OU students with Japanese skills will have a greater marketability than they would otherwise.

Focusing our attention to Michigan, according to the Michigan Department of Labor and Economic Growth (2006), "Japan is Michigan's largest Asian export market and [its] third-largest market in the world.... Roughly 600 Japanese divisions, affiliates, and subsidiaries operate in Michigan, employing 100,000 people...."

One compelling reason for the Japanese major has to do with the thriving international business community located near the Oakland University campus in Oakland County. Just as the DMLL has experienced a steady growth of interest in its Japanese program over the last decades, so has Southeastern Michigan in Japan. In particular, Oakland County witnessed a steady influx of international, and most notably Japanese, businesses. The Daily Oakland Press (July 16, 2005) reports that there are 347 Japanese companies in Michigan, of which Oakland County is the "home to the largest collection of Japanese-affiliated facilities," numbering 177. The Press states that "more than 94 percent of the employees for the Japanese-affiliated are American citizens." Particularly, the importance of Japanese automobile-related business in our area deserves our attention. Oakland University, located near many Japanese automobile-related companies and their US partners, finds itself in an ideal position to contribute to Japanese-American relationships in the area, and enrich its own educational offerings. For instance, Hino Motors Manufacturing USA Inc., one of Japan's largest truck makers, moved its North American headquarters to Farmington Hills from Southern California. Another example is that some recent OU graduates who had minored in Japanese were hired by Ford Motor Co. and were assigned to its Hiroshima office (a letter from one of them is included among the supporting letters).

The Japanese automobile industry, which has a close relationship with the Metro Detroit area, is the second largest car producer in the world after the US (2005) according to the International Organization of Motor Vehicle Manufacturers. Toyota has become the second largest automotive producer in the world next to GM (2005). Toyota Technical Center USA Inc., Toyota's North American research and development center located in Ann Arbor, announced in 2005 that it plans to expand its engineering and research capabilities, and will add 400 new jobs by 2010. We will explore the possibility of internships for OU students at these Japanese companies when the

³ Dean W. Collinwood , Japan and the Pacific Rim, (Guilford, CT: McGraw-Hill/Dushkin Company, 2004), p. 19-20.

Japanese major is established. Whether the companies are large or small, there are many employment opportunities for graduates armed with language and culture skills. Not only Japanese firms but also other foreign and American companies are interested in attracting employees capable of speaking Japanese and functioning successfully in interactions with Japanese people. In turn, such opportunities will inspire OU students to seriously think about learning the Japanese language and culture through our major program.

4. The Japanese Community in the Oakland County and Its Influence on Oakland University:

The strong connection between Oakland County and Japan is reflected in the impressive number of Japanese residents in Oakland County. The aforementioned Daily Oakland Press article reports that of the estimated 9,000 Japanese people residing in Michigan, 5,300 lived in Oakland County in 2005. In 2006, the number of Japanese people who have registered their residency in Oakland County increased to 5865, while Macomb County counted 95, Wayne 656, Washtenaw 1510, the Battle Creek Area 737, and the Lansing Area 334 respectively.

Oakland County has a Japanese school run by the Japanese government for children of Japanese families residing in this area. In 2006, the school had 991 students and it is the second largest of the Japanese schools in the USA. Local high schools have responded to the influx of Japanese people to the area by offering Japanese language courses for American high school students. West Bloomfield, Clarkston, Birmingham, Livonia, Ferndale, Troy, Walled Lake, Utica and Warren, for example, are all school districts that offer Japanese in their curricula. Often, many students come to Oakland University upon graduating from high school with the expectation of being able to continue their Japanese studies at the university level. A growing number of high school students also take Japanese courses at Oakland University. With such a high level of local interest in Japanese, the DMLL can expect this trend to continue. The DMLL in turn will continue to pursue its goal of educating students for a variety of future opportunities, including teaching in the public schools through the STEP program, further study at a graduate institution, or a career as a business professional. Thus, the Japanese major is very relevant to our students' meaningful participation in a wide variety of future endeavors.

Oakland University's Vision Statements call for the preparation of students to be effective contributors in tomorrow's workplace society. The DMLL is already aware of the wealth of opportunity waiting for students in the international community of Oakland County, and has been working to establish links with business for the last several years.

5. Interest in Japanese Language Education in Metro Detroit Schools: Interest in Japanese among students in the Metro Detroit area derives from their awareness of the relationship between Japan and Detroit in the automotive industry. The above mentioned Free Press article reports that: "Increasing interest in Japanese culture among many metro Detroit students can be traced to an economy that's more global, [and to having] more native Japanese students in some area schools, and [to] the popularity of Japanese animation and icons." As a result, students show an increased interest in the Japanese language.

The same Free Press article reports that an increasing number of Japanese school-age children, whose parents were sent here on assignment by their Japan-based companies, have enrolled in

local schools. For example, in West Bloomfield's Pleasant Lake Elementary School, in the year 2000, 20 percent of the school's 600 students were Japanese. These Japanese students also attended the weekend Japanese school in West Bloomfield, authorized and sponsored by the Japanese government and boasting the largest number of Japanese students in the USA (900 in 2003). Clearly, the business relationship between Japan and the US has a profound effect, not only the economy but also on families and education.

The increased presence of Japanese students has helped to generate American students' interest in the Japanese language and subjects. John Chapman, an international education specialist for the state's Department of Education is quoted in a Free Press article as saying: "More schools are offering Japanese courses now than 10 years ago." West Bloomfield High School, for example, expected its Japanese class to have about 20 to 25 students (in 2000), but ended up with 37.

A survey conducted in 1994-95 by the Japan Consulate of Detroit concerning Japanese language education in Michigan (see the letter from Ms. Anita Savio, Cultural Affairs Section, Consulate General of Japan at Detroit, in the supporting materials supplement) found that "75 high schools in Michigan offered Japanese, along with several middle schools and a handful of elementary schools." According to a follow-up telephone survey in 1998 by the Japanese Consulate, the number of schools offering Japanese remained more or less the same, with estimated 5,000-7,500 students taking Japanese in Michigan in 1998. The majority of Michigan students enrolled in Japanese courses live in the metropolitan Detroit area. These students find many compelling reasons for taking Japanese. For example, Dena Hillman of West Bloomfield High School states in the same Free Press article: "People see [Japanese] as something good for college. And it's interesting. It's not like the traditional languages.' Kids have become more sophisticated." The article states further that "Woodward Academy, a public charter school in Detroit that enrolls 600 students, emphasizes Japanese language and culture. 'If they elect to go into an area that is involved with international trade or politics or any interchange between the countries, they would have that knowledge,' Principal Paul Merritt said."

The rising popularity of Japanese among K-12 students leads to a greater demand for Japanese instructors than ever before in our area. In the past 10 years, a number of middle and high school teachers have enrolled in our evening Japanese courses for the express purpose of preparing to teach Japanese at their schools. In response to this demand, the Japanese major at OU intends to meet the STEP and MED standards.

6. The General Value of a Japanese Degree: apart from the skills it provides to students pursuing Japan-related careers, a Japanese major, by showing mastery of a difficult language and complex cultural and political issues, is an excellent general degree. Students with degrees in Japanese and Asian studies go on to wide variety of careers. Websites at the Ohio State University and Indiana University list the following careers taken by graduates in Japanese:

- International law
- Environmental Protection Advocacy (NGO)
- National Security Agency (Communication Intelligence)
- Teaching at high school level
- Teaching at college level

Editing international publications
Trade negotiations
World Wildlife Fund (NGO)
US Department of Commerce
Teaching in government language schools
Adoption agencies
Freelance writing on Asia-related topics
Teaching in Japan
Working with venture capitalists abroad
Consulting on international trade
Airlines and the travel industry
Journalism

Understanding international US business-partner countries requires understanding their languages, cultures and people. Mr. Giampaolo of Takata, Inc. in Auburn Hills indicates in his letter to us that the education of US workers about Japanese culture and language is crucial for global business, stating that: “[T]he Takata Companies are trying to position themselves to work in a truly global economy. We are accepting many in-patriates from other countries into our North American operations to learn from their various expertises. In return, we are sending many people to European, Asian, and South American expatriate assignments.... As we train new employees in our Company and accept in-patriates into our environment, it becomes painfully obvious that if the various business and engineering schools of esteemed colleges like Oakland University would prepare individuals more for different cultural and language possibilities, it would make our job much easier.”

Ms. Ayako Mitsunaga Hoffiz who has extensively traveled in Europe, Asia, the Middle East, Mexico, and Canada for her fashion design business, emphasizes the importance of foreign language studies for industry and commerce. In her letter in support of our proposal, she states, “Japan has, of necessity, come to face with the fact that knowledge of the tongues of other peoples is required for our continued national development, economically and politically. This explains why so many Japanese business leaders, engineers and those engaged in business study foreign languages in earnest. Most Japanese consider this a healthy response to a changing world scene.... [A]utomotive design in the Detroit area needs to strengthen its connection to new developments and concepts emerging from Tokyo if it intends to recapture market share and increase its international prominence. When Japanese engineers, designers, and business people spend time in the U.S.A., a strong background in English is a given. When Americans interact with Japanese, they deserve to be properly equipped as well.”

The Japanese major offers flexibility in that its courses may lead to a modified Japanese major or serve as part of a double major with business or other disciplines. The present Japanese minor program offers courses centered on the four language skills and general cultural studies at the intermediate level. The Japanese major will allow us to offer advanced-level Japanese courses in these skill areas as well as in specific, discipline-oriented topics such as: Japanese business, politics, engineering, and society. Ms. Ayako Mitsunaga Hoffiz, as an expert in international business, supports the Japanese major at Oakland University, saying that “For Oakland University, the importance of offering the Japanese language major reflects sound planning, combining the

willingness to embrace the future with the desire to fill a need, the need to communicate with another people whose culture and concepts, patience and diligence, so useful to the world to emulate, are conveyed by the Japanese language.”

We recently surveyed graduates who minored in or took Japanese courses for two to three years, and who are currently using or are hopeful of using their language for business or for teaching. One of the graduates in his letter summarizes the demand for a Japanese major based upon his experience in the business world, saying: “Oakland University, because it is located in the automotive industrial center of the United States of America, where the automotive industry is in continuous contact with the Japanese, should be well aware of the needs of the automotive industry along this line of education.” Half of the respondents to the aforementioned survey have also indicated that they currently use Japanese for business purposes.

The strong business connection between Japanese firms and the Metropolitan Detroit area has generated local student interest, not only in the Japanese language but also its culture and people. We firmly believe that a number of these young students will come to study at OU if they can find a strong Japanese major program. One of the respondent states that “[he] firmly believe[s] that Oakland needs to have a major in Japanese in order to be competitive with the other major universities in the surrounding area.”

There is evidence that some of our students minoring in Japanese language or majoring in Asian Studies with a Japanese concentration (still needing to take Independent Studies in Japanese to fulfill the requirements) would have chosen to major in Japanese language had that option been available. For example, Ms. Michelle Canale graduated with a degree in Asian Studies, Japanese concentration. She asserts that she would have majored in Japanese if it had been offered by the Department of Modern Languages and Literatures; she presently works for Ford, and is currently on assignment at a Ford office in the Hiroshima area, where she uses her Japanese. She summarizes the importance of the proposed Japanese major at OU based upon her real life experience in Japan as a businessperson with a Japanese Studies background: “In today’s global economy, I feel it essential that more of a variety of foreign languages be offered as major programs at the university level. I think this is especially true for the Detroit area, given the automotive ties and the influence of the Japanese automotive industry. I myself am looking for more opportunities for higher studies upon my return from Japan.”

IV. JAPANESE PROGRAM AT OAKLAND UNIVERSITY, PRESENT AND FUTURE; REQUIREMENTS FOR A JAPANESE MAJOR

The following are summaries and descriptions of the existing courses in the Japanese program of the DMLL of Oakland University. It is presently possible to obtain a minor in Japanese language.

1. Courses Presently Offered for the Japanese Minor

JPN 114 (4 cr): First semester Japanese (Introduction to Japanese and Japanese Culture 1)

JPN 115 (4 cr): Second semester Japanese (Introduction to Japanese and Japanese Culture 2)

JPN 214 (4 cr): Third semester Japanese Language

JPN 215 (4 cr): Fourth semester Japanese Language

JPN 316 (2 cr): Japanese Conversation

JPN 318 (2 cr): Japanese Composition

JPN 351 (4 cr): Japanese civilization

JPN 355 (4 cr): Translation from Japanese to English

JPN 408 (4 cr): Advanced Japanese Conversation and Reading

JPN 457 (4 cr): Business Japanese

JPN 114: The course focuses on learning all the 91 Japanese characters of the *hiragana* and *katakana*, basic sentence patterns and vocabulary. Language laboratory attendance for oral and listening comprehension practice is mandatory. The course aims at enabling the student to deal with everyday activities such as introducing oneself, exchanging greetings, shopping, traveling, and so on. Also required is to understand Japanese way of thinking through its language structure, denotations and connotations of words, so-called "loan words," cultural phenomena, etc.

Peer tutoring is offered by native speakers at the Academic Skills Center to all students. Teaching assistants give oral drills in the class. Language videos are shown to introduce the students to realistic Japanese situations. Other materials used to introduce students to Japanese culture and society include movies, books, newspaper articles and discussion. A similar approach is carried over at the other levels of language courses, with differences noted below.

JPN 115: The second semester language course is centered on making oneself communicative in everyday mechanical situations (such as explaining daily/weekly/monthly routine, events, likes and dislikes, price of things, etc.), compound sentences, large numbers, and complex verb conjugations and adjective inflections. 100 Chinese characters (kanji) that are typically pictographic are introduced for writing and reading; the students also learn some representative radicals and multiple ways of reading the same kanji. At this level, we expect the students to be able to express their opinions on movies, sports, books and people. Besides language audio and dvd disks, Japanese TV programs and commercials are used in the class to enhance student's listening comprehension; newspaper advertisements, fairy tales, comic books and other materials from Japan are used to help students understand Japanese language and culture.

JPN 214: The third semester language course focuses on increasingly complex sentences through the use of the Japanese equivalent of relative pronouns/adverbs and the mastery of 150 new kanji.

Ancillary materials such as Japanese newspaper articles, TV programs, advertisements, magazines, books etc. are frequently utilized. At this level, students are expected to be able to make cultural comparisons between the United States and Japan and carry on a conversation in both predictable and unpredictable situations.

Prerequisite: One year of college Japanese or equivalent.

JPN 215: In this fourth semester course, the students are encouraged to express themselves in an increasingly sophisticated manner. Students learn colloquialisms, formal and informal Japanese, men's and women's Japanese, etc., all of which stem from Japanese social structure. Books such as *Japanese Society* by Chie Nakane and *The Japanese Mind* by Robert Christopher are used for discussion in order to gain a better understanding of Japanese culture. Students are encouraged to take on a more assertive role in discussions. Students learn 150 new kanji.

Prerequisite: **JPN 214** or equivalent.

JPN 316: This composition course focuses on grammatical accuracy. 200 new kanji are introduced. Students write both in the classroom and at home about themselves, their community, their native land, other countries and so on. The course is designed to enable students to express themselves in writing and to be able to explain their own country in detail to a Japanese person.

Prerequisite: **JPN 215** or equivalent.

JPN 318: This conversation course is taken in combination with Japanese 316 (above), and focuses on the enhancement of conversational skills, so that students may become more competent at discussing both concrete and abstract topics. Topics include their personal goals, interests and wishes, their community and country, their families, jobs, schools, the American educational system, etc. Students converse with their partners and also give presentations to the class. The focus is on self-expression and stating facts as well as on making observations and opinions.

Prerequisite: **JPN 215** or equivalent.

JPN 351: The Japanese civilization course examines Japan both from topical and historical standpoints, through a variety of learning materials such as newspaper articles, films and literature. The course is conducted in both Japanese and English. The course employs a historical approach to Japanese culture and civilization, with emphasis on geography, social structure, philosophy, music, art and architecture. The course also presents an overview of contemporary life, education and socio-economic conditions in Japan.

Prerequisite: **JPN 215** or equivalent.

JPN 355: In this translation course, the students receive a course packet that presents them with a wide variety of writing styles and contents: haiku/waka/tanka (verse), free verse, fairy tales, legends, magazine and newspapers articles, advertisements, comic books, cooking recipes, business letters, short stories, etc. As they translate these materials into English, the students acquire an appreciation for grammatical, syntactical and morphological subtleties in Japanese and in their native language as well.

Prerequisite: **JPN 215** or equivalent.

JPN 390: Directed readings in Japanese. This course may be repeated for a total of 8 credits.

Prerequisite: **JPN 316/318**.

JPN 408: In this course, students are instructed to form your abstract ideas and thoughts in Japanese: they will be asked your opinions on the texts used in the class (movies, news, events, and Japanese historical and cultural things: two people a day). As a part of the class activities, students will occasionally be assigned to see Japanese movies to introduce to the class. This advanced course provides extensive conversational practice on specific topics such as world and Japanese politics, economy, culture, history, society and so on. The course also focuses on improving listening skills so that students can understand what the speaker is saying, which necessarily is vital to converse and communicate; listen to the accompanying CD for the textbook is required; for the practice, students will be asked to become a spontaneous interpreter for CDs, tapes, videos, or sensei. To enhance reading skills, students are first required to read the texts aloud to check their knowledge of kanji; after this is done, they are to review the kanji they already know or to increase the number of kanji through the texts. To confirm their kanji knowledge, they have a kanji quiz once/week.

Prerequisite: **JPN 316/318.**

JPN 457: This business Japanese course attempts to develop the four basic language skills (listening, speaking, reading and writing) in a Japanese business context. It is aimed at learning Japanese language appropriate in various business situations, such as “meishi” business card exchanges. The course focuses on hierarchical forms of address, the relationships among workers in the company, writing business letters, Japanese views of American business practices and vice-versa. The course is open to students minoring in Japanese in the DMLL , to students who major in Japanese in the Center of International Programs as well as to business people with some Japanese language background, who are interested in learning Japanese business practices and how to conduct business in Japanese.

Prerequisite: **JPN 316/318.**

2. New Courses Proposed for the Japanese Major

JPN 216 (4 cr): Basic Japanese Conversation

JPN 314 (4 cr): Advanced Japanese Grammar

JPN 370 (4 cr): Introduction to Japanese Literature

JPN 420 (4 cr): Literature of the Nineteenth and Twentieth Centuries in Historic Perspective

JPN 455 (4 cr): Advanced Translation from English into Japanese

JPN 369 (2 or 4 cr): Field Experience in Teaching Japanese in Elementary and Middle school

JPN 490 (2, 4 or 8 cr): Independent Reading and Research

JPN 491 (4, 6 or 8 cr): Independent Translation Project

These courses correspond to courses offered in the major programs in Spanish, French, German and Russian in the DMLL. Courses are described as follows:

JPN 216: This basic Japanese conversation course is designed to develop the student’s skill in expressing ideas in Japanese by gradually building up vocabulary. It will be offered in the spring or summer semester.

Prerequisite: **JPN 115** or equivalent.

(**JPN 216** is not counted as a requirement for the Japanese major. However, it is helpful for students to develop their oral fluency and listening comprehension and is good preparation for JPN 300 and 400-level courses. The course will be offered during the spring or summer semester in order to allow students to maintain their speaking skills over the long break between the winter and fall semesters.)

JPN 314: This advanced course provides a contrastive grammar analysis of the Japanese language in comparison to English. The course is conducted both in Japanese and English, and will be offered in the winter semester.

Prerequisite: **JPN 214**.

JPN 370: Introduction to Japanese literature. This course provides a critical approach to selected readings of classical and modern Japanese folklore, tales, fiction, poetry and drama. Some texts are in English translation, others are read in Japanese. The class is conducted both in Japanese and English, and will be offered in the fall semester.

Prerequisite: **JPN 215**, however **JPN 314** is strongly recommended as well.

JPN 420: Literature of the Nineteenth and Twentieth Centuries in Historic Perspective. This course addresses/includes works in all literary genres (including nonfiction) in the original by Japanese writers of the so-called “modern era,” after Japan’s abolition of self-imposed isolation from the rest of the world in 1853. The list of authors studied includes Soseki, Kawabata, Kobo Abe, Oe, among others. The textbooks are selected in the way they reflect Japan's historical events and social changes in its modern era. Conducted in Japanese. Offered in the winter semester.

Prerequisite: **JPN 370**.

JPN 455: Advanced Translation from English into Japanese. Course includes texts on a variety of topics, such as sociology, economics, history, current events, globalization, culture and literature. Offered in alternating winter semesters.

Prerequisite: **JPN 316/318** and **JPN 355**.

JPN 369: Field Experience in Teaching Japanese in Elementary and Middle Schools. Provides supervised experience in teaching Japanese in elementary and middle schools. Graded S/U. May be repeated for credit once. Does not carry credit toward departmental major.

Prerequisite: **JPN 215**, **JPN 314** and permission of the department.

Independent Study Courses:

JPN 490: Independent Reading and Research: Directed individual research and reading for advanced Japanese majors. May be repeated for a total of 8 credits.

Prerequisite: **JPN 370 and 420**.

JPN 491: Independent Translation Project. Directed annotated translation from Japanese into English, or from English into Japanese, of a major work or works in the student’s field. May not be counted toward the major.

Prerequisite: **JPN 355, JPN 455** and permission of the department.

For courses in Japanese History, Japanese Art History and Japanese Cinema Studies see the Appendix. See the next page for a sample outline of 4-year program for a student beginning in elementary Japanese and continuing for the Japanese major.

3. Requirements for a Japanese Major

A major in language and literature in the DMLL requires a minimum of 32 credits in French and Spanish, and 36 credits in German at the 300- and 400-level. In line with the French and Spanish majors, the Japanese major will require 32 credits, and the courses are outlined below.

Currently, the Japanese minor requires 20 credits including JPN 214, JPN 215, JPN 316/318, JPN 355, JPN 351 plus IS 220 (Introduction to Japan).

For the Japanese major, students will be required to successfully complete JPN 314, JPN 316, JPN 318, JPN 351, JPN 355, JPN 370, JPN 420 and two courses from JPN 408, JPN 455 and JPN 457. (Total of 32 credits in the DMLL.)

We currently offer six courses, totaling 20 credits: JPN 316 Intermediate Japanese Conversation (2 cr), JPN 318 Japanese Composition (2 cr), JPN 351 Japanese Civilization (4 cr), JPN 355 Translation from Japanese into English (4 cr), Advanced Japanese Conversation and Reading (4 cr), and JPN 457 Business Japanese (4 cr). For the major we are proposing five new courses, each worth 4 credits; these courses have already been described above in Section III of this proposal. They include JPN 314, JPN 370, JPN 420 and JPN 455. JPN 216 (Basic Japanese Conversation) will not be counted as a requirement for the major, but will be strongly recommended.

For students interested primarily in literature, JPN 490 (2, 4 or 8 cr) (Independent Reading and Research) will be offered as an independent study course along with the existing JPN 390. For those who are particularly interested in translation, JPN 491 (4, 6 or 8 cr) (Independent Translation Project) will be offered as an independent study course. Students interested in education majors will take JPN 369 (Field Experience in Teaching in Elementary and Middle Schools). An exit thesis is not required for a Japanese major.

In addition to these courses, students majoring in Japanese will be required to take IS 220 (4 cr), and one course from among the following: AH 301 (Japanese Art History: 4 cre); HST 370 (Origins of Modern Japan, 1568-1912: 4 cr); HST 371 (Twentieth-Century Japan: 4 cr); HST 372 (The Political Economy of Japan: 4 cr); CIN 350 (Topics in Cinema: 4 cr). (Total of 8 credits in other departments.)

For courses in Japanese History, Japanese Art History and Japanese Cinema Studies, see the Appendix. See the next page for a sample outline of 4-year program for a student beginning in elementary Japanese and continuing for the Japanese major.

4. Study Abroad

Travel to the country being studied is an important part of studying a language, and study abroad

should, ideally, be an achievable option for all language majors, all the more so in the case of Japanese studies, where the language and culture are so different from the American base culture. Nevertheless, study abroad, although strongly recommended, will not be a requirement for the major degree in Japanese.

A survey of colleges and universities with Japanese programs shows that very few require study abroad for graduation. Two near-exceptions are Earlham College (where study or an English teaching internship is required) and Kalamazoo College, where study abroad is not required but is done by 80% of students. Clearly, small, private colleges with an emphasis on study abroad are at an advantage in providing this to their students. Most other Japanese programs, such as at the University of Michigan and other universities in the Detroit area, Ohio State University, Oberlin College, and The College of William and Mary, do not require study abroad. Nor do any other language major programs at Oakland require it.

A realistic approach for increasing real-life interaction with Japanese people in a Japanese context will involve, first, increasing such opportunities here in Michigan through internships and other exchanges; and secondly, expanding the study abroad options available while keeping in mind the difficulties faced by many students. The main barrier to study abroad is a financial one, since it normally is considerably more expensive to obtain academic credit through study in Japan than at Oakland University. There are also many limitations in mobility and time for students with job and family commitments at home. Shorter-term summer programs, and introduction to English teaching jobs in Japan after graduation, are among the options that we will explore.

Once the Japanese major is in place, we will be in a better position to explore avenues that will help students realize their wish to study abroad by establishing flexible programs with Japanese institutions in terms of the duration of study, and raising funds to aid students financially.

5. Sample Four-year Program for Japanese Major

	Fall	Winter
Year 1	JPN 114 IS 220	JPN 115 One from IS 300, HIS 370, HIS 371, HIS 372, or CIN 350
Year 2	JPN 214	JPN 215 JPN 314
Year 3	JPN 316/318 JPN 370	JPN 355 JPN 420
Year 4	JPN 351	JPN 455 or JPN 457 JPN 408

V. JAPANESE PROGRAMS AT OTHER MICHIGAN UNIVERSITIES

The new Japanese major will establish Oakland as one of the best places in Michigan to study Japanese. The proposed Japanese major program will enable students to pursue Japanese studies in much greater depth through the rigorous linguistic and cultural training provided by the Department of Modern Languages and Literature. By offering a broad range of upper-level courses in literature, culture, history, and art history, along with courses emphasizing knowledge essential to Japan-related careers in business, government, and the sciences, the Japanese major will embody the strategic plan of the University as it grows into a nationally-ranked institution for both research and liberal arts education.

Most state universities in Michigan have programs in Japanese studies, either as a program in a foreign languages department or as a program in an Asian studies department. The former type emphasizes language education, requiring more than 33 credits of language courses beyond first-year Japanese, and tends to offer a core of courses in literature and culture. In the latter type, interdisciplinary study of East Asia is prioritized over language and culture; language acquisition is mandatory but fewer credit hours are required. Oakland University is presently somewhere between these two models for Japanese studies, with a minor in Japanese at DMLL, and an East Asian Studies major with a concentration on Japan in International Studies. The Japanese major will be a full-fledged foreign languages major, emphasizing in-depth knowledge of Japanese language and culture, while offering practical training at the upper levels in business language and other fields in which a strong Japanese background is beneficial.

The University of Michigan (UOM) at Ann Arbor offers a Japanese major in its Asian Languages and Cultures Department with concentration on Japan, focusing on language, culture, business and history; the program occasionally offers literature courses. With its resources and diversity of course offerings, UOM is a world-class center for Japanese studies. However, UOM's emphasis is on its graduate programs, and course offerings on business, literature, and culture for upper-level undergraduates are not extensive in proportion to the size of the institution.

Wayne State University (WSU) offers a Japanese major in its Asian Studies Department with a concentration on Japan; its program is comparable to the current Oakland University Japanese concentration in International studies, but its offerings in Japanese are not extensive, with only one upper-level course in literature and one in business.

The major programs at UOM and WSU equally emphasize language and cultural studies; however, their language requirement is, as mentioned above, not as high as in MSU or EMU in terms of the credit hours for language. For instance, at the University of Michigan, for a major in Asian Studies with concentration on Japan students are strongly encouraged but not required to take courses beyond second-year Japanese.

Michigan State University (MSU) and Eastern Michigan University (EMU) offer a Japanese major in their foreign language departments; Michigan State University's program focuses on language and business courses, and Eastern Michigan University focuses on language and culture. These last two universities also offer a program for a K-12 teaching certificate in Japanese.

Other Japanese programs in Michigan include the following. The University of Michigan at Dearborn offers first and second year courses in the Japanese language. Western Michigan University offers a Japanese minor but not a major. Among private institutions, Madonna University offers a Japanese major in the Secondary Teacher Education Program. Madonna and DMLL of Oakland University have agreed on collaboration for our Japanese major program, in which Madonna will send their advanced students to OU for upper-level Japanese classes.

The following is an outline of the Japanese major courses offered at Eastern Michigan University, Michigan State University, the University of Michigan in Ann Arbor, and Wayne State University as of fall 2007.

University of Michigan, Ann Arbor

The University of Michigan offers a major in Asian Languages and Cultures with a concentration on Japan. The Courses related to the Japanese language include:

First Year Japanese: ASIANLANG 125 (5 cr), 126 (5 cr)
Second Yr Japanese: ASIANLANG 225 (5 cr), 226 (5 cr)
Third Yr Japanese: ASIANLANG 325 (5 cr), 326 (5 cr)
Fourth Yr Japanese: ASIANLANG 425 (5 cr), 426 (5 cr)
Business Japanese: AISANLANG 429 (4cr)

The UOM major program with a concentration on Japan requires fourth-term proficiency, that is, ASIANLANG 125 through 226 (20 credits). The major also requires courses in Japanese history, culture, and other non-language disciplines. If a student plans to concentrate in Japanese language-related studies, the student needs to enroll in an MA program at the Center for Japanese Studies.

Wayne State University

WSU offers a Japanese major in Asian Studies with a concentration in Japanese. The language courses include:

Elementary Japanese: 1010 (4 cr), 1020 (4 cr)
Intermediate Japanese: 2010 (4 cr), 2020 (4 cr)
Advanced Japanese: 3010 (4 cr), 3020 (4 cr)
Reading and Writing in Japanese: 3030 (4 cr)
Business Japanese: 4010 (4 cr)
Japanese Literature: 4030 (4 cr)

Additionally, students who wish to study at the Japan Center for Michigan Universities in Hikone, Shiga Prefecture, may enroll in the following culture courses: Japanese Culture and Society I and II (4 cr each) and Studies in Japanese Culture (4 to 8 cr).

According to the university catalog, the WSU Japanese major requires: "a. 8 credits of first-year proficiency in the language (or demonstration of first-year proficiency in the language); b. 20 credits in the language and/or linguistics; c. 16 credits in elective courses (with a maximum of 4 of

those credits coming from additional language and/or linguistics courses). Electives include but are not limited to the disciplines of anthropology, business management, history, economics, and political science."

Eastern Michigan University

EMU offers a Japanese Language and Culture Major at the Department of Foreign Languages and Bilingual Studies: the program offers Japanese from beginning to advanced level (from 100- to 400-level). EMU also lists majors in Language and International Trade and in Japanese Language and Culture Education, as well as a minor in Japanese language. Courses include:

Beginning and Intermediate Japanese: 121 (5 hrs), 122 (5 hrs), 211 (5 hrs), 212 (5 hrs)
Beginning Japanese Conversation: 344 (3hrs)
JPNE Composition: 345 (3hrs)
JPNE for International Trade: 361 (3 hrs)
Advanced Japanese Conversation: 444 (3 hrs)
Business JPNE I and II: 446 (3 hrs), 447 (3 hrs)
Seminar in Japanese Studies: 494 (3 hrs)

Additionally, EMU also offers "Special Topics" courses for Japanese students. These range from beginning (177/178/179 up to 3 hrs each) to advanced level (477/478/479; 1/2/3 hrs each). They also offer JPNE 497: Independent Study (3 hrs).

The requirement for a Japanese major is 30 hours beyond 2nd-year level Japanese: 18 hours from 344, 345, 361, 444, 446, 447, and 494, plus 12 hours from JPNE 212, 497, 477/478/479, ANTH 245 (Culture of Japan), LNGE 223 (Intro to Language), CTAC 374 (Intercultural Communication).

Michigan State University

MSU offers the following Japanese courses in the Japanese program at the Department of Linguistics and Germanic, Slavic, Asian, and African Languages:

Elementary Japanese I and II: JPN 101 (5 hrs), 102 (5 hrs)
Elementary Japanese Ia and Ib: JPN 111 (3 hrs), 112 (3 hrs)
Elementary Japanese I Ia and I Ib: JPN 113 (3 hrs), 114 (3 hrs)
2nd yr Japanese I and II: JPN 201 (5 hrs), 202 (5 hrs)
3rd yr Japanese I and II: JPN 301 (4 hrs), 302 (4 hrs)
Studies in Japanese language: JPN 350 (3 hrs)
4th yr Japanese I and II: JPN 401 (3 hrs), 402 (3 hrs)
East Asian Cultures: ASN 401 (3 hrs)
Studies in the Literature of Asian and the Asian Diaspora: ASN 464 (3 hrs)
Senior thesis: JPN 499 (1-4 hrs)

To acquire a Japanese major, one needs to take following courses for a total of 33 credits: Japanese courses from the 200 through 400 levels (201, 202, 301, 302, 350, 401, 401) and "East Asian

Cultures: ASN 401"and "Studies in the Literature of Asia and the Asian Diaspora: ASN 464." Majors are also required to take: East Asian Cultures (3 hrs) and two of the designated cognate courses.

The Teaching Major in Japanese requires "Methods of Teaching Foreign Languages," LL 380 (3 hrs), all the 2nd and 3rd year Japanese language courses, and one course from among JPN 350, 401, 402, ASN 401, and ASN 464.

The Japanese Major at Oakland University is in concord with the mission goals of other majors in the DMLL, and therefore the literature component is more stressed than in the other universities' programs. OU's program ensures that our students will have a well-rounded understanding of Japanese language, literature, culture, society, and business that will prepare them for various future directions.

VI. COLLABORATIONS BETWEEN THE DMLL JAPANESE MAJOR, THE CENTER FOR INTERNATIONAL PROGRAMS AND OTHER DEPARTMENTS

1. Collaboration between the DMLL and the Center for International Programs:

At the present time, students majoring in Japanese Studies in the Center for International Programs must take all of the courses that the DMLL currently offers in Japanese to fulfill the requirements for their degree. However, there are no advanced-level Japanese courses other than those offered as Independent Study courses. With the institution of the Japanese major, the students will benefit by having a wider variety of courses to accompany and augment their studies, such as advanced-level Japanese language and literature courses.

The Center for International Programs does occasionally offer Asian literature courses in English translation, but in the DMLL literature courses will be offered regularly and conducted in Japanese. Therefore, we do not envision redundancies or overlap between courses in the DMLL and the Center for International Programs. DMLL faculty have already been working in collaboration with the Center for International Programs in several courses such as Introduction to China, Introduction to Japan, and Introduction to Latin America, as well as in seminars related to culture or literary topics. The Center presently offers major programs in the following: Latin American Studies (B.A.), East Asian Studies (B.A.), and Slavic Studies (B.A.). In order to obtain these majors, students are required to take language and literature courses in the DMLL.

Furthermore, the Center administers the exchange program with Nanzan University, in which DMLL Japanese students have regularly participated—DMLL faculty are involved in the approval of study abroad candidates to Japan, and all the students who participate in these programs must take language and literature courses in the DMLL.

The Center for International Programs and the DMLL also collaborate with the Japan Center for Michigan Universities (at Michigan State University) which offers courses in Japan. Every year, a consistent number of DMLL students (3 to 8 students a year so far) have taken advantage of the study abroad opportunities. With the implementation of the Japanese major, we foresee increasing future possibilities for mutually beneficial collaborations between the DMLL and the Center for International Programs.

2. Collaboration between the DMLL and the Departments of History, Art and Art History:

Students majoring in Japanese will be able to take collateral courses related to their field of study in the departments of History, Art, and Art History.

3. Collaboration between the DMLL and the Departments of Economics, Engineering and Computer Science:

A modified major and minor in Japanese for students in economics, general business, international management, engineering and computer science are available. These programs require language courses in the DMLL.

4. Collaboration between the DMLL and the School of Education's STEP Program for Teacher Certification:

Spanish, French, and German majors (and post-baccalaureate students from other universities with

majors in these languages) wishing to acquire teacher certification in Michigan may apply for admission to the STEP program in the School of Education. In addition to course work this program administers a one-year internship in area public secondary schools, most often in Oakland, Macomb or Wayne Counties. This program will be extended to the Japanese major as well.

5. Collaboration between the DMLL and the Department of Linguistics:

DMLL majors may choose to earn an Oakland University certificate in ESL (English as a Second Language) by taking specified courses and a practicum in the Department of Linguistics. Japanese will participate in this program. Such certification will be extremely useful for students wishing to teach in schools and universities in Japan, in which there is a large and growing demand for certified ESL instructors.

6. Collaboration between the DMLL and the Honors College:

Interdepartmental collaboration with the Honors College includes Japanese film courses. Courses will be counted as collateral for the Japanese major.

7. Collaboration between the DMLL and the Medical School:

Oakland University and Beaumont Hospital in Royal Oak, MI, announced in April 2007 a plan to jointly create a new medical school on the Oakland University campus. The medical professions in Japan and the United States have been closely linked throughout the history of modern Japan, and for this reason the Japanese major program will create opportunities for professional and academic exchange through the medical school.

Japan is the world's second largest medical market after the US. Japan has the lowest infant mortality rates and the highest adult life expectancies in the world.⁴ It is expected that the percentage of the Japanese population over 65 years old will exceed 27 percent in 2025, and accordingly Japan has been devising long-time care treatment and system that involve both Western and alternative medical procedures.⁵ Japanese pharmaceutical products and medical equipments have become internationally known for their quality. OU medical students will benefit from having access to knowledge of the Japanese medical world. If OU medical students have knowledge of Japanese and Japan's medical situation, they will also be in a position to work with the Japanese community in the Detroit area. Conversely, their knowledge will make them more marketable to hospitals, pharmaceutical and medical equipment companies. The DMLL Japanese major plans to offer classes in collaboration with the medical school that will respond to their interest in Japan.

A considerable number of Japanese physicians and medical researchers spend time in the United States. For instance, the website Medical News Today recently reported the creation of the Wagner-Torizuka Fellowship for Japanese physicians in the early stages of their career.⁶ This suggests that Japanese medical organizations may prove to be a source of funding as well as

⁴ RedOrbit News, Nov. 15, 2006 (http://www.redorbit.com/news/health/731548/japan_remains_the_worlds_second_largest_medical_market_after_the/index.html).

⁵ Compass Online, Nov. 8, 2007 (http://www.tsujiru.net/compass/compass_1999/reg/kimura_go.htm).

⁶ Medical News Today, Nov. 8, 2007 (<http://www.medicalnewstoday.com/articles/88142.php>).

sources of partners in research and teaching in the future.

8. Collaboration between the DMLL and Madonna University:

Since 1999 the DMLL has maintained a collaborative agreement with Madonna University such that, when Madonna University does not offer certain Japanese courses at 300- and 400-levels, Japanese majors from Madonna are able to enroll in their equivalents at Oakland University, in order to fulfill their Japanese major requirements. This relationship with Madonna University will help support the development of the Japanese major program in the DMLL.

VII. STAFFING NEEDS FOR JAPANESE

1. Faculty Currently Teaching Courses Related to the Japanese Minor: The present group of faculty teaching Japanese classes in the DMLL consists of one associate professor, one assistant professor, and three part-time faculty. Also teaching courses in the Japanese program are two instructors from departments outside the DMLL, one in the Department of Art and Art History and one in the Center for International Programs. These instructors and the courses relevant to the Japanese program that they teach are listed below. *Curricula vitae* are provided in Appendix F of this proposal.

Modern Languages and Literatures Courses

Seigo Nakao, Associate Professor	JPN 114, JPN 115, JPN 214, JPN 215, JPN 216, JPN 316/318, JPN 351, JPN 355, JPN 369, JPN 370, JPN 390, JPN 408, JPN 420, JPN 455, JPN 457, JPN 490, IS 220, IS 300 CIN 350
Stephen Filler, Assistant Professor	JPN 114, JPN 115, JPN 214, JPN 215, JPN 216, JPN 316/318, JPN 351, JPN 355 JPN 369, JPN 370 JPN 390, JPN 408 JPN 420, JPN 455, JPN 457, JPN 490 IS 220
Yukiko Aigbedo	JPN 114, JPN 115, JPN 214, JPN 215, JPN 355
Masae Yasuda	JPN 114, JPN 115 JPN 214, JPN 215
Akiko Kashiwagi	JPN 114, JPN 115 JPN 214, JPN 215
Makiko Nagae	JPN 114, JPN 115 JPN 214, 215

Art History	
Shuishan Yu, Assistant Professor	AH 301, IS 210
Cinema Studies	
Seigo Nakao, Associate Professor	CIN 350
History	
Yoichi Nakano, Assistant Professor	HST 370, HST 371, HST 372
International Programs	
Seigo Nakao	IS 220, IS 300
Stephen Filler	IS 220, IS 300

2. Distribution of Courses among Full- and Part-time Faculty in Japanese in the DMLL:

The Japanese section has employed a new full-time professor who began teaching at Oakland University in fall 2006. Courses and faculty are distributed for the Japanese minor according to the following scheme in the DMLL. Each fall semester, there will be offered in total 11 Japanese classes, of which two or three are taught by Professor Nakao (Professor Nakao and Professor Filler will alternate to teach a course each year at the Center for International Programs), 2 or 3 by Professor Filler, and the other six by part-time faculty. In the winter semester, we offer nine sections: two taught by Professor Nakao, two by Professor Filler, and the other five by the part-time faculty. In alternate winter semesters we also offer the Business Japanese course. In spring and summer, we offer one section each semester, as well as one literature or culture course.

Out of 26 courses offered in Japanese in the academic year 2007-2008, including spring and summer, twelve, or just under half, of the courses are taught by the full-time faculty members.

The Japanese major program calls for a second full-time faculty hire in Year 2 of the program. This will allow about 70% of courses to be taught by full-time faculty as the program develops. This new faculty person in Japanese linguistics or pedagogy, preferably with experience in teaching business Japanese, Japanese language education, or similar fields important for a growing program will be sought as enrollment dictates. By Year 5, a third additional full-time faculty member will be needed if projected enrollments are met, and this has been included in the budget.

3. Current Typical Yearly Schedule in Japanese: The typical yearly schedule is presented in the table below:

<u>FALL (11 sections)</u>	<u>WINTER (9 sections)</u>
JPN 114 (4 sections)	JPN 114 (2 sections)
JPN 115 (2 sections)	JPN 115 (3 sections)
JPN 214 (2 sections)	JPN 214 (1 section)
JPN 215 (1 section)	JPN 215 (2 sections)
JPN 316/318 (1 section)	JPN 355 (1 section)
JPN 408 (1 section)	JPN 457 (1 section in alternate years)

<u>SPRING (1 section)</u>	<u>SUMMER (1 section)</u>
JPN 114	JPN 115

4. Prospective Schedule in Japanese with Approval of Major Status: When Japanese becomes a major, two new courses will be added in the fall, three in the winter and one in the spring or summer. The following is the prospective schedule:

<u>FALL (14 sections)</u>	<u>WINTER (12 sections)</u>
JPN 114 (5 sections)	JPN 114 (2 sections)
JPN 115 (1 section)	JPN 115 (3 sections)
JPN 214 (3 sections)	JPN 214 (1 section)
JPN 215 (1 section)	JPN 215 (2 sections)
JPN 316/318 (1 section)	JPN 355 (1 section)
JPN 351 (1 section)	JPN 457 (1 offered in alternate years, alternating with JPN 455)
JPN 370 (1 section)	JPN 314 (1 section)
JPN 408 (1 section)	JPN 410 (1 section)
	JPN 455 (1 offered in alternate years, alternating with JPN 457)
<u>SPRING (2 sections)</u>	<u>SUMMER (2 sections)</u>
JPN 114 (1 section)	JPN 114 (1 section)
*JPN 216 (1 section)	JPN 115 (1 section)

*(JPN 216 may be offered in summer in place of spring)

Thus, there will be three additional sections in the fall and three classes in the winter respectively; spring and summer have 1 additional section per semester. In total, the Japanese Major Program requires 8 sections in addition to the current program.

5. Staffing Needs for the Japanese Major: To satisfy these needs, it may be necessary in the short term to create new sections taught by part-time faculty. These would mainly be language classes, but could include the whole range of course offerings, including pedagogy, literature, and Business Japanese. A part-time faculty member might also supervise Japanese majors in the STEP program. In Year 2, as in (2) above, the hiring of an additional full-time faculty member specializing in Japanese linguistics or pedagogy, as enrollment dictates, will significantly increase the proportion of classes taught by full-time faculty.

6. Costs to the University: It will be necessary for the department to hire additional part-time instructors as mentioned above. The costs to the university for these positions are outlined in the chart provided on the next page. No other special costs are anticipated.

VIII. ESTIMATED REVENUE FROM JAPANESE MAJOR

1. Projected Enrollments for Japanese: Projected enrollments are at the basis for the prediction of revenue that will be gained from the development of a Japanese program at Oakland University. These projections are based on departmental enrollment data from the last fourteen years for which figures are provided in Section II of this proposal.

There are seven sections of JPN 114, for which the projected student enrollment will be between 140 (the lowest estimate, 20/section) and 210 (the highest, 30/section) students. JPN 114 has been offered also in the summer; the enrollments in JPN 114 have been variable, ranging typically from 8 to 20 students.

Based on enrollments from the last several years, we estimate that 50% of these students will continue to JPN 115; 30% of JPN 115 to JPN 214, and 90% of JPN 214 to JPN 215. 80 % of JPN 215 students are expected to continue to the 300-level Japanese classes. 80 percent of the 300-level students will take the 400-level Japanese courses, based on enrollment trends in Spanish, French and German. Therefore, for example, beginning with the lowest estimate of 148 students in JPN 114, we project 12 possible declared Japanese majors per year.

While departmental enrollments overall have fluctuated from year to year, Japanese is among the three languages that have remained at the same level or have increased over the last fifteen years. Estimated enrollments for the Japanese program with the Japanese major, based on the previous enrollments and our projections above, are summarized in the proforma

College of Arts and Sciences
Program: Major in Japanese
Program Inception: Fall 2008
Five-Year Budget: 2008-09 to 2012-13
Fund: tba
Date: 10/11/07 (rev. 11/19/08)

	Acct.	Budget Year 1	Budget Year 2	Budget Year 3	Budget Year 4	Budget Year 5
Revenue Variables:						
Headcount		12	24	36	48	48
Average credits per year per major		30	30	30	30	30
Total Credit Hours		360	720	1080	1440	1440
Undergraduate (lower)						
Undergraduate (upper)		360	720	1080	1440	1440
Graduate						
Total FYES		12.00	24.00	36.00	48.00	48.00
Undergraduate (cr.=30)		12.00	24.00	36.00	48.00	48.00
Graduate (cr.=24)		0.00	0.00	0.00	0.00	0.00
Doctoral (cr.=16)		0.00	0.00	0.00	0.00	0.00
Tuition Rate Per Credit Hour						
Undergraduate (lower)		\$ 252.50	\$ 252.50	\$ 252.50	\$ 252.50	\$ 252.50
Undergraduate (upper)		\$ 275.00	\$ 275.00	\$ 275.00	\$ 275.00	\$ 275.00
Graduate		\$ 472.50	\$ 472.50	\$ 472.50	\$ 472.50	\$ 472.50
Revenue						
Tuition		\$ 99,000	\$ 198,000	\$ 297,000	\$ 396,000	\$ 396,000
Other		\$ -	\$ -	\$ -	\$ -	\$ -
Total Revenue		\$ 99,000	\$ 198,000	\$ 297,000	\$ 396,000	\$ 396,000
Compensation						
Salaries/Wages						
Faculty Inload Replacements (\$4,000/section)	6301					
Faculty Salaries	6101	\$ -	\$ 50,000	\$ 50,000	\$ 50,000	\$ 100,000
Faculty Overload	6301					
Part-time Faculty (\$4,108/section)	6301	\$ 34,744	\$ 34,744	\$ 34,744	\$ 34,744	\$ 34,744
Visiting Faculty	6101					
Administrative	6201					
Administrative - IC	6221					
Clerical	6211					
Wages (language lab director)	6401	\$ 20,000	\$ 20,000	\$ 20,000	\$ 20,000	\$ 20,000
Student	6501					
Graduate Assistant Stipends	6311					
Out of Classification	6401					
Overtime	6401					
Total Salaries/Wages		\$ 54,744	\$ 104,744	\$ 104,744	\$ 104,744	\$ 154,744
Fringe Benefits	6701	\$ 4,735	\$ 25,315	\$ 25,315	\$ 25,315	\$ 45,895
Total Compensation		\$ 59,479	\$ 130,059	\$ 130,059	\$ 130,059	\$ 200,639
Operating Expenses						
Supplies and Services	7101	\$ 4,000	\$ 4,000	\$ 4,000	\$ 4,000	\$ 4,000
Media subscriptions/connections	7101	\$ 3,000	\$ 3,000	\$ 3,000	\$ 3,000	\$ 3,000
Cultural events	7101	\$ 3,000	\$ 3,000	\$ 3,000	\$ 3,000	\$ 3,000
Facilities Rental (\$200/cr)	7101	\$ -	\$ -	\$ -	\$ -	\$ -
Graduate Assistant Tuition	7101	\$ -	\$ -	\$ -	\$ -	\$ -
Travel	7201	\$ 2,000	\$ 6,000	\$ 6,000	\$ 6,000	\$ 6,000
Telephone	7301	\$ -	\$ -	\$ -	\$ -	\$ -
Equipment	7501	\$ 3,500	\$ 3,500	\$ 3,500	\$ 3,500	\$ 3,500
Library	7401	\$ 7,100	\$ 6,875	\$ 6,250	\$ 6,590	\$ 7,015
Total Operating Expenses		\$ 22,600	\$ 26,375	\$ 25,750	\$ 26,090	\$ 26,515
Total Expenses		\$ 82,079	\$ 156,434	\$ 155,809	\$ 156,149	\$ 227,154
Net		\$ 16,921	\$ 41,566	\$ 141,191	\$ 239,851	\$ 168,846

IX. REVIEW OF KRESGE LIBRARY HOLDINGS IN JAPANESE AND JAPANESE-RELATED TOPICS

1. Introduction

Development of the Japan-related collection of Kresge Library is an essential component of the establishment of a Japanese major. The present collection may be described as a substantial reading collection. There is a large collection of English-language materials, including many titles on Japanese art, history, religion, society, economics, and politics. There is a large selection of English translations of major works of literature. In addition, the collection includes the original Japanese versions of many traditional and modern literary classics.

The need to improve the library collection is cited by Dr. Richard Torrance of Ohio State University in his assessment of an earlier version of the major proposal. Dr. Torrance writes: "One infrastructural feature that might work against the establishment of a Japanese major at Oakland University is the library collection. However, given the online resources currently available and the in-state presence of the Japanese library at the University of Michigan and other collections within the state, this is not the hindrance it might once have been." It is true that, for the time being, students in the Japanese program are able to perform basic research through judicious use of interlibrary loan, titles borrowed from the University of Michigan, and online journals, such as the *Journal of Japanese Studies* and *Positions: East Asia Cultures Critique*, that are already available. However, to facilitate student research in the upper-level course taken by Japanese majors, far more titles will be needed. Of particular importance will be the regular acquisition of new scholarly monographs in both English and Japanese, the substantial expansion of the Japanese-language literary collection, and the development of a Japanese DVD film collection.

As of October 2006, the Kresge Library owned 4368 books and 28 journals related to Japanese studies. Among the 28 journals, 9 focus exclusively on Japan and 17 concern Asian studies. The majority of the library's holdings are in English, although some are in Japanese. Students working towards the Japanese major will likely need and want access to books in the Japanese language, many of which will be available through interlibrary loan. However, we will make every effort to build Kresge's Japanese collection in order to obtain certain indispensable books in Japanese that the library should not be without, such as those read in literature courses.

Present list of holdings: The following list of holdings in Japanese and Japanese-related topics was gathered for this proposal by Professor Shawn Lombardo, archivist in the university's Kresge Library.

Books and journals relating to Japan are listed in eleven main categories: language, literature, culture, history and civilization, society, politics, philosophy, religion, encyclopedias, journals and miscellaneous (business, engineering). The actual numbers of books presently owned by Oakland University's Kresge Library are indicated in the column on the right:

2. Japanese Materials in OU Library: A preliminary Accounting

Humanities		Titles		Social Sciences		Titles	
	Literature		600		Education		57
		General					
		Poetry-			Civilization		163
		Drama-				Social life	146
		Fiction-				Social Conditions	120
		Creative Works					
	Language		168		Sociology		
		Dictionaries	21			General	16
						Family	34
						Women	80
	Art	General	204			Crime	18
		Painting	67				
		Sculpture	14		Economics		
		Architecture	46			Econ. Conditions	210
						Econ. Policy	100
	Music	General	18			Foreign Econ. Rel.	156
		Recordings	21			Commerce	108
						Comm. Policy	53
	Film	Videos	122			Corporations	53
						Business	64
	Philosophy		36				
					Politics & Gov	General	250
	Religion	General	57			Foreign Relations	319
		Buddhism	53				
		Christianity	12		Desc. & travel		61
	History		756		Armed forces		
		Intell. Life	23			General	23
						Army	13
						Mil. Policy	106
			2218				2150
				Totals			4368

Budget for Japanese collection development in Kresge Library. In a report on January 16, 2003 addressing the library's ability to support the Japanese major, Collection Development Coordinator Professor Mildred Merz observed that the collection of titles in the Japanese language numbers approximately 50, a small quantity. However, the Japanese program in the DMLL has received grants from the Japan Business Society of Detroit and private donations from Takata, Inc. in the past years totaling \$4,100. In 2003, a part of this money was used to purchase the Chikuma Nihon Bungaku Zenshu (Heritage of Japanese Literature, 100 vols.), dictionaries, and grammatical guides for the Kresge Library. We will continue this effort to increase the Japanese book holding. Future purchases will include a 20-volume dictionary and a 23-volume encyclopedia. Ms. Merz indicates that the program may be eligible for more grant funding from the Japan Foundation for Japanese language books available in newly formed Japanese collections as well as English language books addressing Japanese studies.

Ms. Merz's detailed evaluation of the library's current holdings and projected acquisitions (books, journals and electronic and web resources) is included in Appendix D of this proposal. The bottom line budget for library materials for the Japanese major, including books, journals, journal index, reference books and staffing, is \$7,100 for year 1 of the major, \$6,875 for year 2, \$6,250 for year 3, \$6,590 for year 4 and \$7,015 for year 5 of the Japanese major.

While the library collection is being built, Oakland University students will have access to the extensive collections owned by other nearby Michigan universities, such as the University of Michigan in Ann Arbor, of both books and journals. The University of Michigan enjoys its reputation for housing one of the finest collections in the U. S. of books on Japanese in English, as well as in Japanese. Since the libraries of the University of Michigan are located less than 90 minutes by car from Oakland University, this invaluable resource is easily available to Japanese students in the DMLL.

As a footnote to Ms. Merz's detailed discussion of and projections concerning the library situation, the U.S.-Japan Conference on Cultural and Education Interchange and the Joint Committee on Japanese Studies have reports that indicate that, for a full graduate program, a university library should have a minimum library size of 25,000 volumes in Japanese.¹ The reports do not specify the number of holdings recommended for an undergraduate degree in Japanese. In southeastern Michigan, only the University of Michigan in Ann Arbor qualifies for that level of holdings and is the only university in our area that has more than 10,000 volumes.² Obviously, Oakland University's present holdings lag far behind such numbers—and yet, Oakland is not unique in this regard. A survey made for Japanese Studies in the United States: The 1990's indicates that this issue plagues the majority of university and college libraries in this country. The survey reports that “the one area where growth (of Japanese programs) does not seem to keep pace is in library resources, the most essential and expensive part of the Japanese Studies infrastructure. Libraries have suffered more than any other segment of Japanese Studies in the United States from the

¹ Japanese Studies in the United States. Tokyo: The Japan Foundation, 1989, p. 249.

² Directory of Japan Specialists and Japanese Studies Institutions in the United States and Canada. Vol. II of Japanese Studies in the United States. Tokyo: The Japan Foundation, 1989, p. 637.

massive drop in the purchasing power of the dollar over the past decade, which also coincided with a sharp decrease in the availability of yen grants from the main provider of external support for Japanese language libraries in the United States, the Japan-US Friendship Commission.”³ Nevertheless, we are committed to ensuring that Oakland University will be able to develop a long-term plan to increase library holdings in these areas.

³ Japanese Studies in the United States, p. 282.



Kresge Library
Rochester, Michigan

MEMORANDUM

TO: Seigo Nakao
Associate Professor, Department of Modern Languages and Literatures

FROM: Mildred H. Merz; revised by Shawn V. Lombardo
Kresge Library

SUBJECT: Library Collection Evaluation for a Proposed Japanese Major

DATE: January 16, 2003; updated July 29, 2003; revised January 28, 2007

The library will need to increase its print and online resources significantly in order to support a proposed undergraduate major in Japanese. Based upon the current proposal, it is apparent that students will need a variety of materials to support their coursework, including Japanese language news and business magazines; Japanese films, representative works (in Japanese) of Japan's most important literary authors as well as more contemporary titles; a few Japanese-language scholarly journals covering Japanese studies; and English-language books and journals dealing with Japanese studies and literature. Below, then, is a brief description of the resources currently available, those that should be acquired, and a five-year cost estimate for additional library resources.

Books

The library has only a small number of books in the Japanese language. These titles include *Nihon Koten Bungaku Taiiku*, a 100-volume set made up of important works of Japan's classical literature to 1868 and *Chikuma Nihon Bungaku Zenshu*, a 60-volume set of literary works published after 1868. In addition to these two major sets, the library's collection contains approximately 50 other Japanese-language works, including a 20-volume dictionary and a 23-volume encyclopedia. It should be noted that many of these titles were funded through the Japanese program's past grants (totaling \$4,100) from the Takata Corporation and the Japan Business Foundation for the purchase of library materials. Unfortunately, the current collection is insufficient to support a major and the library's Japanese-language holdings need to be increased substantively; the budget attached to this evaluation includes funding to increase the library's Japanese-language titles to at least 500 Japanese language books within the first 5 years of the program. There should be funding (\$2,000) to purchase at least 15 to 20 Japanese language books in such areas as popular culture, business, education, and literature as well as building a retrospective collection of standard Japanese works each year. The Japan Foundation's quarterly *Japanese Book News* will be an excellent source to identify these titles.

The library's holdings of English-language books relating to Japanese literature and Japanese studies have grown over the past few years. With a book allocation of less than \$1000 per year the Japanese program in the last three years has managed to secure more than 150 English-language books dealing with Japanese culture, arts and literature, language, business and history. These titles have been added through departmental allocations and the library's approval plan, but this funding will need to be supplemented in

order to support the new major adequately. An analysis of the Japan Foundation's book list provides an excellent starting point from which to build the library's collection; an allocation of \$2000 in the first two years should enable the library to purchase titles on Japanese language and literature, popular culture, business and education. Further funding beyond year two will allow the library to purchase new titles while continuing to add basic titles to the collection.

Journals

The proposal for the Japanese major indicates that the library has 28 journals dealing with Japanese, with nine of these periodicals focusing exclusively on Japan. However, one must note that some of the journals cited deal exclusively with science, some are no longer current subscriptions, and some titles cover Japanese studies only peripherally. Nevertheless, the library subscribes to several journals of relevance to the program, including five titles dealing specifically with Japan and Japanese studies (see Appendix A). This still leaves a definite need for additional titles, listed in Appendix B, to meet the needs of students who may go on to graduate school as well as those who move on to careers in business and teaching. The periodicals in Appendix B include a news magazine and a business magazine in Japanese, as well as a few scholarly Japanese studies journals. The first-year cost for these recommended titles is approximately \$2,900, which will inflate by an average of 10 percent each year thereafter.

To provide access to these journals, it is crucial that the library subscribe to a database that provides subject indexing to the periodical literature. Most of the titles to which the library currently subscribes are indexed in the library's various databases; unfortunately, the majority of the titles on the "recommended" list (Appendix B) are not so prominently indexed. For many of the English language journals (both those OU already has and those listed in Appendix B as recommended for purchase) the index that provides the best subject access is the online version of *Bibliography of Asian Studies (BAS)*. *BAS Online* provides the full content of the entire annual printed *Bibliography* (from 1971–1991, which OU owns), plus citations for all articles from 1992 to the present in more than 100 of the most important journals in Asian studies. The cost for *BAS Online* for a library of OU's Carnegie Classification is \$900 annually, and is included in the budget attached to this evaluation.

Electronic and Web Resources

The library maintains online subscriptions to a number of the journal titles listed in Appendix A; for example, *Positions: East Asia Cultures Critiques* is included in the Project Muse e-journal collection. Other titles have considerable backfiles available electronically through JSTOR (e.g., *Monumenta Nipponica*), and others have full-text articles available through FirstSearch (e.g., *Journal of Asian Studies*). Some titles are freely available on the Web—such as *Japan Times* (<http://www.japantimes.co.jp>). There are also some electronic books available for free—including some of the "Japanese Electronic Texts" from the University of Virginia (<http://etext.lib.virginia.edu/japanese/>). The library and Modern Languages should work together to ensure that relevant and dependable Web resources are highlighted for student use; the Duke University "Japanese Studies Resources" site (<http://www.lib.duke.edu/ias/eac/japan/japanesestudies.html>) would be a good starting point. It should be noted that the library will need to install Japanese text display support software to read Japanese characters on our public computers.

Reference works

The reference works related to Japanese topics mainly classify in three areas—those in the literature and language section (PL's), those in the history section (the DS's), and the general encyclopedia section (the A's). Our holdings include an English-language Japanese encyclopedia from the eighties, a Japanese language encyclopedia from the late sixties, several Japanese dictionaries (including one 20 volume set), a continuing bibliography in English of Japanese language resources (an excellent book selection source), and several English-language volumes on Japanese literature. The most pressing reference need is a more current Japanese language encyclopedia; the *Sekai Daihyakka Jiten* which is available on CD-ROM for

approximately \$800, or through a full-text database called *Netto de Hyakka*, for which the annual subscription fee appears to be more than \$12,000 per year.

Videos/DVDs

Currently, the library owns approximately 90 DVDs and VHS tapes of Japanese films. When the university's video collection was moved to the library, no additional funding was provided to the library to grow the collection. Therefore, funding to increase the number of Japanese films is included in the library budget to support this program.

Other Needs

In addition to the budgetary needs for library materials, the library will require staffing assistance related to the ordering and cataloging of Japanese language materials. Our initial plans call for the hiring of advanced students in the program to assist Technical Services staff in the library with the processing of these materials.

C: Julie Voelck, Interim Dean, Kresge Library
Chris Clason, Chair, Department of Modern Languages and Literatures
Linda Hildebrand, Librarian Liaison for Modern Languages and Literatures







X. SURVEY OF STUDENT INTEREST IN A JAPANESE MAJOR AND REASONS FOR STUDYING JAPANESE LANGUAGE AND CULTURE

In order to gauge and assess the level of interest in a Japanese major among students currently enrolled in Japanese language courses at Oakland University, the Japanese section conducted a survey of students enrolled in all levels of Japanese. The results are streamlined in the chart below.

Students were asked their enrollment status at Oakland University and whether they had minored or planned to minor in Japanese. They were then asked whether they would be interested in a major or modified major in Japanese, or, for students close to graduation, whether they would have been interested in a major had it been offered earlier.

They were then asked how they planned to use the Japanese language in the future. Options given included: for business, for teaching, in order to stay in or visit Japan, for personal relations with Japanese people, for reasons of linguistic interest, for cultural interest, and other. Students were also asked whether they felt a Japanese major or modified major would benefit them when seeking employment in the future.

The results showed an extremely high level of interest in a Japanese major among students at every level and at every stage in their college career. 78 out of 140 students said that they were interested in a major, and an additional 33 were interested in a modified major, indicating interest levels of nearly 80%.

Students indicated a variety of ways in which they hoped to use Japanese. Two-thirds indicated that they intended to visit Japan. The most popular reasons indicated for studying Japanese were business (88 students) and cultural interest (79 students). Over 40% of students indicated personal relationships as a reason for studying Japanese; this probably indicates a desire to meet Japanese people in the future. Based on discussions with students outside of class, we know that many of them already have Japanese friends, while a sizable minority has already been to Japan. About 30% of students specifically indicated an interest in Japanese literature, and similar numbers indicated an interest in going into teaching. We may conclude that students interested in using Japanese in the field of education or culture form a minority, but a very substantial one. In reality, there is no clear line between business and culture in using Japanese; cultural interest and knowledge are at least as important as linguistic skills for good relations with Japanese people.

Students were given the option to comment freely on their thoughts on developing a Japanese major. The comments strengthen a sense of strong student interest in the major. One student said “I hope to major in Japanese. A Japanese major program would help me to attain my goals in life much better than a minor program.” “A Japanese major would help students like myself get jobs in an already competitive work field.”

Some students indicated frustration with the lack of higher-level course offerings at Oakland up to the present: “Oakland needs a more extensive Japanese program, especially in the upper-level courses.” “It’s about time! It’ll really help business/engineering students.” Many students expressed a sense that higher -level courses on more specialized subjects and skills were needed. Several students even indicated that they were considering transferring out of Oakland so that they

could attend a university with more extensive Japanese offerings.

The survey also indicated that some students may have chosen Oakland specifically because of the presence of a Japanese program: one student wrote “Oakland is already recognized for its strong Japanese program and with the...possible department major, it will become even better.” Several students commented to the same effect (although one student complained, oppositely, that the program is not well-known enough and should be advertised more).

Interest in a major was found at every stage of the college career. Some students in JPN 408 expressed the hope that a major would be quickly implemented so that they could complete their degree with a major, while other students said that they would have majored had it been offered earlier.

A smaller minority of students indicated an interest in contemporary Japanese culture, including music, animation, video games, etc., as the main source of interest.

Some students indicated a desire for more opportunities to study abroad, and more Japan-related activities outside of class. It is important to give ample attention to these extra-curricular needs in constructing our program.

All in all, the survey of our students indicates what the Japanese instructors already know: that students who take Japanese, by and large, have a passion for the subject and are engaged with it on a personal level.

Questionnaire Please answer the following questions.

1. _____ I am a current student taking a Japanese class and plan not to minor in Japanese.
_____ I am a current student taking a Japanese class but have not decided whether to minor in Japanese at this moment.
_____ I am a current student taking a Japanese class and am minoring or plan to minor in Japanese.
_____ I am a graduate who holds a Japanese minor degree.
_____ I am a graduate who completed some Japanese courses but did not complete all the required _____ courses.
_____ I am a graduate who completed all the Japanese courses required for a Japanese minor but _____ did not file for a Japanese minor.

2. Do you think you would have been interested in a Japanese major or modified major (24 credits at the 300-400 levels), if it was/is offered at OU?
- Yes, in a major.
 - Yes, in a modified major.
 - Yes, in either a major or a modified major.
 - No.

3. If you minored or are minoring in Japanese, how do/will you use the language?
- For business.
 - For teaching.
 - In order to stay in or visit Japan.
 - For your personal relationship with Japanese people.
 - For linguistic interest.
 - For literary interest.
 - For cultural interest.
 - Other purposes (please specify): _____

4. If you wish to major in Japanese, how will you use the language?
- For business.
 - For teaching.
 - In order to stay in or visit Japan.
 - For your personal relationship with Japanese people.
 - For linguistic interest.
 - For literary interest.
 - For cultural interest.
 - Other purposes (please specify): _____

5. Do you think a Japanese major or a modified Japanese major will benefit you for a job search in your professional field?
- Yes.
 - No (a Japanese minor was meritorious enough).
 - Cannot say at this moment.

- d. I could have been benefited from a Japanese major in the past if it had been offered, but not now.
- e. Other (please specify): _____

6. Please give your comment on developing the Japanese major program at OU. If necessary, please continue on the reverse.

Japanese Major Questionnaire Results**Reason for majoring or minoring in Japanese**

Class	Total # of respondents	Interested in major	Int. in mod. major	business	teaching	J friend/rel	visit Jpn	linguistic	literary	cultural
JPN 114	75	28	4	51	16	27	51	39	22	38
JPN 115	16	9	8	7	8	8	13	8	5	11
JPN 215	12	10	1	9	8	7	8	7	4	7
JPN 316/318	14	12	1	9	6	7	5	7	5	7
JPN 214	14	12	11	8	3	8	10	5	4	9
JPN 408	9	7	6	4	1	4	6	5	3	7
<hr/>										
TOTAL	140	78	33	88	42	61	93	71	43	79

Submitted by: Stephen Filler
Assistant Professor of Japanese
October 17, 2006
Modified Mar. 15, 2007

