



Styre: Fakultetsstyret ved Det humanistiske fakultet
Styresak: 38/21
Møtedato: 15.06.2021

Dato: 29.05.2021
Arkivsaknr: 2021/5986-
INGHA

Oppretting av masterprogram i kinesiske studium

Dokument i saka:

- Brev frå Institutt for framandspråk (IF) datert 30.04.2021 med søknad om oppretting av masterprogram i kinesiske studium
- Søknad om oppretting av masterprogram i kinesiske studium
- Brev frå fakultetet til IF, datert 3.5.21
- Saksførelegg til studiestyret, sak 22/21, møte 26.5.2021
https://www.uib.no/sites/w3.uib.no/files/attachments/moteinnkalling_26.05.21.pdf
- Tabell 3: Oversikt over fagmiljøet, med utsegn frå instituttleiar

Bakgrunn

Institutt for framandspråk (IF) melde i studiekvalitetsmeldinga for 2020 at fagmiljøet i kinesisk arbeider med planar for oppretting av eit masterprogram, og dette vart også tatt opp i dialogmøtet mellom fakultetet og IF 7. april 2021. Som oppfølging hadde fakultetsleiinga eit møte med den faglege leiinga ved IF 15. april. I møtet informerte IF om fagmiljøet sitt arbeid med søknaden, og ulike sider ved eit mogleg masterprogram vart drøfta, m.a. ressursituasjonen i fagmiljøet, studieplassar til programmet og ein mogleg vidare prosess. Møtet konkluderte med at IF skulle sende inn førsteutkast av søknaden til UiB læringslab og fakultetet innan fristen 30. april, jf. UiBs kvalitetssystem. Fakultetet følgde opp med avklaringar av den vidare prosessen i brev til IF 3.5.21. Seksjon for studier og forskarutdanning og IF har òg hatt ein førebels administrativ gjennomgang av søknaden og studieplanen.

Søknaden om oppretting av masterprogram i kinesiske studium vart lagt fram til orientering i studiestyret i møte 26.5.21, sak 22/21, og det vart gjort følgjande vedtak: *Studiestyret tar saken til orientering.* Vi viser til protokoll for møtet i sakslista til fakultetsstyret.

Studieprogrammet

Fagmiljøet i kinesisk førebur eit tverrfagleg studieprogram der fagmiljøet tilbyr lingvistikk, litteratur, filosofi, omsetjing og samfunnstilhøve. Fagmiljøet er dessutan i kontakt med andre miljø på UiB for å avklare om framtidige masterstudentar på kinesiske studium kan ta emne

ved andre institutt/fakultet som valemne i programmet.

Masterprogrammet er lagt opp som eit fulltidsstudium over to år der studentane tar 60 studiepoeng i emne i kinesiske studium, der 10 studiepoeng på valemne eventuelt kan kome frå andre institutt/fakultet ved UiB, og ei masteroppgåve på 60 studiepoeng. Vi viser til søknad og studieplan for nærare informasjon.

Ressursar

Fagmiljøet består av 3,5 faste stillingar og ein post.doc.

Instituttet planlegg for opptak av fem studentar annakvart år med første opptak hausten 2022.

Proessen vidare

Fagmiljøet held fram med å utvikle søknaden i samarbeid med UiB læringslab. Frist for endeleg innsending av søknad om oppretting til UiB sin studiekvalitetskomite er 31. august 2021. Etter planen får fakultetsstyret i møte 31. august framlagt ei vedtakssak om innsending av søknad om oppretting av masterprogram i kinesiske studium. Søknaden vil deretter bli lagt fram for utdanningsutvalet, truleg i oktobermøtet. Universitetsstyret vedtar oppretting av nye studium normalt i novembermøtet.

Studiestyret vart orientert om planane i møte 26.5.21 og hadde følgjande kommentarar:

- Ressurssituasjonen for undervisningsressursar må avklarast nærare, då særleg korleis ein skal sikre dekkinga av undervisningsressursar på sikt.
- Innpassing av valemne, forkunnskapskrav og emne på 200-nivå.
- Etablering av tydelege avtalar med samarbeidsmiljø om valemne/utveksling.

Kommentar frå dekanen

Kinesiskfaget er i seinare tid styrka, og det er naturleg og positivt at ein tar opp planane om eit mastertilbod. Likevel er det særst viktig at planlegginga tar omsyn til dei avgrensa ressursane i fagmiljøet og at ein ikkje legg til grunn ei von om ein større stab enn det ein har i dag.

Forslag til vedtak:

Fakultetsstyret tar saka til orientering.

Jørgen Magnus Sejersted
dekan

Kim Ove Hommen
fakultetsdirektør



Det humanistiske fakultet

Referanse

2021/5986-HAMI

Dato

30.04.2021

Første utkast – søknad om oppretting av MAHF-KIN

Sjå vedlegg for første utkast til søknad om oppretting av MAHF-KIN. Søknaden er og sendt til UiB Læringslab i e-post.

Fagmiljøet i kinesisk har jobba fram denne søknaden, og søknadsdokumentet er på engelsk. Tabell 1, 2 og 3 frå søknadsmalen er ikkje med i dette første utkastet.

Avklaringar

Instituttet er i gang med å hente inn noke av avklaringane som trengs for denne søknaden. Dette gjeld særleg føreslåtte valemne i programmet som blir tilbudd ved andre institutt/fakultet og høve for utveksling i programmet. I tillegg ønskjer fagmiljøet å undersøkje om det er mogleg med bruk av emne på tvers av program (t.d. at eit emne i BA-programmet og kan takast på MA-nivå) eller om det er mogleg å leggje inn opnare emne med enno større grad av sjølvstudium.

Vidare prosess

Fagmiljøet og instituttet jobbar vidare med søknaden i påvente av invitasjon til dialogmøte og rettleiing frå UiB Læringslab. Vi vil gjerne få rettleiing på søknaden frå fakultetet om det er mogleg, dette kan skje samstundes som eller etter møte med UiB Læringslab.

Vi vil gjerne leggje opp ein framdriftsplan for korleis vi kan orientere ulike råd og organ om søknaden. Dette er mellom anna aktuelt for Institutråd, UUI, studiestyret og fakultetsstyret. Dersom det er aktuelt å kople på den lokale studiekvalitetskomiteen i denne søknaden, så er vi opne for det. Vi vil gjerne i dialog med fakultetet så snart som mogleg om utarbeiding av ein framdriftsplan for vegen fram mot endeleg søknadsfrist 31. august.

Vi ser fram til det vidare arbeidet.

Venleg helsing

Åse Johnsen
Instituttleiar

Hanne Svanholm Misje
fungerande studieieiar

Dette er eit UiB-internt notat som blir godkjent elektronisk i ePhorte

Søknad om oppretting av

Master i kinesiske studier v/Institutt for
fremmedspråk, Det humanistiske fakultet, UiB



[April 2021]

1. Generelt om studiet

Chinese Studies, sometimes also known as China Studies or traditionally Sinology, is a term often referring to the study of China's history, society, language and culture. As its name suggests, it is a broad research area or discipline encompassing a large variety of subjects related to China. As China has secured its position as the second largest economy in the world and has become a huge player on the global stage in recent years, people's interests in China-related issues have exploded over the last decades. Since the turn of the millennium, "Chinese fever" has become a global phenomenon. Chinese as a foreign language, the "gigantic up-and-comer", is expanding rapidly. In response to this, numerous universities all over the world have opened China-related courses, and students pursuing academic degrees in Chinese Studies have soared sharply. Chinese Studies has been thriving not just in Norway, but also in other Nordic countries such as Denmark, Sweden and Finland. The highly active associations in these countries are a strong proof, including the Nordic Institute of Asian Studies (NIAS), the Nordic Consortium of China Studies (NCCS), the Nordic Association for China Studies (NACS), and the Nordic Centre (based in China's Fudan University). On the website of the NACS alone, 23 universities, institutes or centres are listed under the label of 'China studies in the Nordic Countries' (<https://nacsorg.wordpress.com/china-studies-in-the-nordic-countries/>). To zoom out further, it can be seen that Chinese Studies is gaining tremendous potential in higher education worldwide from Europe to America and Asia. The field is steadily growing into a distinctly nuanced, multi-faceted platform for cross-cultural communication and intellectual exchange. This interest is also driven by an awareness that the development of China-competences within our societies is becoming increasingly critical to confront what some scholars refer to as "China's Rise" in the international economic and political sphere.

The first Chinese Studies programme in Norway was formally established by Prof. Henry Henne in 1966 at the University of Oslo. Nearly half a century later, the second formal Chinese Studies programme focusing on Chinese language teaching was finally launched in 2013 at the University of Bergen (UiB), and over the past eight years, the programme has witnessed a steady growth with its characteristic features among Chinese programmes in Nordic region. Building upon the Bachelor programme (BA) in Chinese studies at the Department of Foreign Languages (IF) of

UiB, the Master programme in Chinese Studies is designed to address the growing demands of the current and former students aspiring for more advanced learning in Chinese Studies. In the past five years, the BA programme in Chinese Studies at UiB has admitted about 30 students every year (Appendix 12 for student numbers in Year 2015 to 2020), though the applicants for individual courses could be as many as over 70 in some years. Our informal survey among the previous cohorts of BA students showed that at least 10 students in each class expressed strong interests in the incoming Master programme in Chinese studies with UiB. From the enquiries constantly received from the graduates regarding the launching of Master degree courses, the Chinese programme faculty have every reason to believe that highly motivated potential students for Master programme in Chinese studies are large in number. The potential pool of students in the wider context of Nordic countries could be even larger.

The Master in Chinese Studies programme is also echoing UiB's recognition of interdisciplinary collaboration as well its grand plans for UiB-China cooperation. UiB's rich academic infrastructure provides a variety of potential electives beyond IF, which can reinforce the interdisciplinary nature of the Master programme in Chinese Studies. Incorporating scholarly wisdom in areas such as language, literature, philosophy, history, art, translation studies, digital humanities, anthropology, political science and law, the Master programme in Chinese studies is meant to be translingual, perspectivistic, and interdisciplinary with a mission to equip students with uniquely integrated knowledge, skills and competence to pursue a profession in relevant fields. Moreover, cooperation with China's higher education has recently been listed into UiB's development agenda. This is demonstrated in the 'Handlingsplan for UiB og Kina' (2016–2022) (Appendix 11) and in the founding of the Academic China Forum (11.2020–12.2022) (Appendix 12). Throughout the past decade, UiB has established wide-ranging networks and extensive exchange programmes with a number of Higher Institutions in the Greater China region. For the Chinese studies programme, UiB has signed at least 12 University-level or Faculty-level bilateral exchange agreements with universities in Mainland China and Hong Kong, where students at the Chinese Studies programme can take courses and earn credits without bureaucratic hurdles (see Appendix 13 for a list of Chinese universities with bilateral exchange agreements).

The Master programme in Chinese Studies at IF-UiB distinguishes itself in several aspects. First, the attractiveness of the city of Bergen. Bergen is an ideal site for talented international students

to pursue a degree not merely because of its natural landscape, but also its vibrant, intensive intellectual activities which turn it into a cultural anchor. Bergen hosts multiple educational, business, cultural, and entertainment entities and agencies that will contribute to and benefit from the Master programme in Chinese Studies. Second, it is the only Master programme in Chinese Studies outside the capital of Norway. Thus far, the University of Oslo (UiO) is the only Norwegian university that offers a Master programme in China Studies (KINKOR). The Master in Chinese Studies at UiB will offer more opportunities for applicants who wish to pursue a Master degree in this field. Thus it can enrich Norway's China-related higher education offerings. Moreover, with a focus on Chinese language, literature and culture, the graduates with a Master degree in Chinese Studies from the UiB can be potential resources for education in Chinese and cross-cultural subjects at primary and secondary schools in Norway. Over the past decade or so, Norwegian young people have shown tremendous enthusiasm towards Chinese language. This is manifested itself in the study's findings that Chinese stands out as the second "most-wanted foreign language" on students' wish-list after Spanish. According to the Norwegian Foreign Language Centre prediction, among all popular new languages, Chinese will be the only one to grow independently in Norwegian schools. In view of the Master programme's focus on practical aspects of Chinese linguistics, language education and Chinese history and literature, with completion of necessary postgraduate diploma in pedagogy (PPU), we hope that the graduates are well equipped with academic knowledge, intercultural competences, and practical language skills needed to teach Chinese as a second/foreign language at schools. In this sense, the establishment of such a Master programme is timely projected to meet the potential demands of qualified professionals in teaching Chinese language.

Furthermore, on the economic front, China is one of the world's biggest and fastest growing markets. EU and China have lately reached agreement in principle of furthering their economic relationships through the Comprehensive Agreement on Investment (CAI). The implementation of the commitments in the agreement will see increasing engagement of China in European economic activities. For conducting business negotiations with Chinese partners, the demands of language and cultural proficiency and competence in business communication are also bound to be on the rise. After the completion of the Master programme in Chinese studies, students can build up a good basis for employment in international companies and organisations targeting at the booming Chinese markets, thus providing them a stepping-stone to an international career in

the corporate business world. The post-pandemic age will create unforeseen opportunities, which only adds to the already great momentum for developing the Master programme in Chinese Studies.

The Master programme in Chinese Studies is set up at a ripe time when the full faculty are finally lined up in the Spring of 2021. Altogether five academic staff will be involved in the teaching and supervision of Master courses, including one full professor, two associate professors, one senior lecturer and one postdoctoral fellow. Among them, Professor Shouhui Zhao is an internationally acknowledged expert in Chinese sociolinguistics with a focus on language policy analysis, Chinese character planning (standardization and computerization), and Chinese language education. Associate Professor Guowen Shang, specialized in Chinese grammar, sociolinguistics and applied linguistics, has extensive experience in teaching Chinese studies subjects and researching in language and linguistics. Associate Professor Huiwen Helen Zhang arrived at UiB in late 2020, bringing her innovative scholarship, interdisciplinary teaching, and cosmopolitan life experience. Her unique “transreading” method - a multilingual approach that integrates lento (slow-close) reading, poetic translation, cultural hermeneutics, and creative writing—enables teachers and students to better explore world literature, philosophy, and art. Dr. Julia Marinaccio specializes in the interface of political theory and comparative politics. Her research mainly focuses on environmental governance and political transnationalism in China and Taiwan, thus enriching our programme with a social scientific perspective. As one of the few China scholars who masters traditional and simplified Chinese characters and has expertise in researching contemporary politics and society in China and Taiwan, she contributes to diversifying language and subject-related teaching in our programme. Dr. Jens Karlsson, trained as a sinologist in Sweden and China, works on three fronts within the field of Sinology: Chinese linguistics, intercultural communication and translation of poetry from Chinese to Norwegian/Swedish. The different expertise among the faculty and the synergy of wisdom can be a special advantage for the Master programme to develop students’ full-fledged knowledge and competence in Chinese Studies.

In sum, the Master programme in Chinese studies fits well into the emerging research focus among international scholarship, meets the social needs in Norway, and stands up to the strategic planning of the UiB.

Formelle forutsetninger for godkjenning

Types of undergraduate studies (tick)	
	Bachelorgradsstudium
	Kortere studium på lavere grad som ikke fører til en grad (grunnutdanning), årsstudium
	Studieretning innenfor en bachelorgrad
	Fellesgrad
	Videreutdanning
Type of Master studies (tick)	
X	Mastergradsstudium 120 studiepoeng – § 3
	Erfaringsbasert mastergradsstudium 90 studiepoeng – § 5
	Erfaringsbasert mastergradsstudium 120 studiepoeng - § 5
	Mastergradsstudium 300 studiepoeng
	Fellesgrad
X	Videreutdanning
How shall the programme be offered	
X	Heltidsstudium
	Deltidsstudium
X	Campus-/stedbasert studium
	Samlingsbasert studium
	Nettstudium
	Nettstudium med samlinger

2. Krav til studietilbudet

(fra Studietilsynsforskriften § 2-2)

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

The proposed Master programme is named as *Master in Chinese Studies*, offered by the Chinese studies faculty at the Department of Foreign Languages, Faculty of Humanities of UiB. This Master programme has been developed in accordance with the National Qualifications Framework for lifelong learning (level 7), training the candidates to possess relevant knowledge, skills and general competences after completing the qualification. This programme is designed for two years of full-time study (120 credits). For the study plan with accompanying syllabi, please see appendices 1-9.

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

The Master programme in Chinese studies prepares students for professions in a variety of sectors where China-competences are needed, including but not limited to research, teaching, business, and international cultural production and exchange. In seminars and lectures students will gain theoretical knowledge about applied linguistics, sociolinguistics and sociology of language, literary studies, and other disciplines, helping them to confront practical issues related to Chinese culture and society in their ensuing work life. Particularly, by engaging with Chinese primary and secondary sources, students will improve their Chinese language skills to professional proficiency, a key competence for working with and on China in all professional sectors. Through independent work with the Master thesis, students will lay a solid foundation for rigorous academic research in the discipline, which prepares him/her for further research and work at a higher level (such as PhD study).

A Master degree in Chinese studies provides students with opportunities to pursue employment in areas where competencies in teaching, research and development are required. For example,

graduates from our Master programme in Chinese studies qualify for teaching Chinese language at various levels of schools after getting necessary PPU training. They are also apt to be involved in research projects, working as a research assistant/associate to develop research designs, data collection and analysis. Generally, with a Master degree in Chinese Studies, students are qualified for positions such as:

- Language teacher in all levels of schools
- Research assistant or associate
- Advisor in the education sector
- Administrative work related to study departments at universities and colleges (study consultant, programme coordinator, etc.)
- Work with public service sectors that require Chinese language skills and/or China-related knowledge

There are also employment opportunities in cooperative sectors, Chinese establishments in Norway or Norwegian companies having business with China or other polities in Greater China, international organisations, NGOs, and cultural associations, production firms, museums, etc.

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

Devised as a full-time study programme, the proposed Master in Chinese studies needs students to commit 1600-1700 hours every year in order to complete the compulsory learning contents and/or research tasks.

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

The Master programme in Chinese studies consists of newly created courses focusing on topics in Chinese language, literature, culture and society, as well as courses in basic research methods already offered at the Faculty of Humanities (Table 1). The subjects cover a set of selected key topics from the discipline of Chinese studies, aiming to cultivate general competences that are demanded by the society and specialized professional competences including language, literature

research, critical thinking and analysis, language teaching pedagogy, interdisciplinary and intercultural collaboration, and knowledge dissemination.

Table 1. Structure of the programme

Time	Credits/Subjects		
Semester 1 Autumn	15 stp. KIN 301 Topics in Chinese Applied linguistics		15 stp. KIN 303 Research Methodology in Chinese Studies
Semester 2 Spring	10 stp. KIN 302 Topics in Chinese Sociolinguistics	10 stp. KIN 304 Topics in Chinese Literature, Philosophy, Media, and Art	10 stp. Recommended electives: KIN 305 Intercultural Competences / LING 311 Metode for språklege mastergrader/ JUS292-2-An Introduction to Chinese Law
Semesters 3 & 4 Autumn/Spring	60 stp. KIN 350 Master's thesis Possible overseas exchange studies in Semester 3 at universities in Greater China		

In the first semester, two compulsory courses are offered: **Kin301** *Topics in Chinese Applied Linguistics* and Kin303 *Research Methodology in Chinese Studies*. The Kin301 course touches upon topics in the broad area of applied linguistics, aiming at giving students a sound understanding of the central concerns in the field, promote critical and reflective thinking in language-related real-life problems, and develop students' expertise in applying its analytical

perspectives to solve Chinese language-related problems. This specialised course provides students with necessary analytical tools and reasoning skills to examine practical issues related to Chinese language. The themes to be covered in the course include second language pedagogy, language acquisition and assessment, and other topics such as discourse and textual analysis, psycholinguistic and corpus linguistics. **Kin303** offers students a synthesized approach of doing research in the area of Chinese Studies, including, among others, philological investigation, aesthetic evaluation, hermeneutic analysis, theoretical reflection, translation criticism, and comparative perspective. Particularly, this course introduces students to and train them in “prompted transreading”, a critical theory developed to explore how history, literature, philosophy, and art generate and reshape one another. The simultaneous and interdependent activities in transreading, namely close and slow-motion reading, literary translation, creative writing, and cultural hermeneutics, enable students to understand the cosmopolitan figures in modern Chinese intellectual history that continue to inform our world with works that are often cryptic, but foundational.

In the second semester, two compulsory courses offered by the Chinese studies faculty are: **Kin302** *Topics in Chinese Sociolinguistics* and **Kin304** *Topics in Chinese Literature, Philosophy, Media, and Art*. Kin302 conveys aspects of Chinese society reflected in Chinese language (i.e., traditional sociolinguistics) and the use of Chinese language in Chinese society (i.e., sociology of language), with a focus on the latter. Students will be trained to acquire adequate knowledge to understand the complex linguistic situation in China and topics on language management of the Chinese language in mainland China, and to describe issues concerning divergence and convergence of language use in Chinese speaking polities through an interdisciplinary perspective. Nowadays, strong multiculturalism and multilingualism awareness is increasingly considered as the very essential knowledge for language professionals. **Kin304** takes into scope a variety of topics related to Chinese culture and society in order to offer insights into the Chinese and global views of current affairs and social events.

The course contents will integrate new research findings and develop in unison with the fields, as to guarantee that students not only learn updated knowledge but also become aware of the dynamics or research as an accumulative process. To gradually improve students’ language proficiency that allows them to read, understand, and critically discuss Chinese cultural and

academic products, courses will integrate Chinese-language sources, both primary and secondary, familiarize them with academic literature search in Chinese databases, support them in making primary experiences in data collection through the Chinese internet and social media, and critically engage with these sources.

In addition, the student needs to take one 10-credit course from a list of recommended elective courses offered by other Programmes or Faculties. They tentatively include: 1) **Kin 305** *Intercultural Competence* is a seminar-based course offered by our programme, where the students will engage in a critical discussion on diverse aspects of Chinese culture and social relations and reflect on them in relation with their own cultural and societal environments. Questions to be explored include: Why can Chinese openly criticize local administrators in social media but not organize mass protests across administrative jurisdictions? Why do many young Chinese choose not to marry and have children? Do people from Hong Kong and Taiwan refer to themselves as Chinese and if not what are the reasons for that? 2) **LING311** *Metode for språklege mastergrader* introduces empirical methods in language studies, e.g. the collection, construction and use of text corpora. The methods introduced can vary from semester to semester, e.g. field methods and work with informants, construction and use of questionnaires, and statistical methods which are relevant for processing corpus data and informant data. 3) **JUS292-2-A** *Introduction to Chinese Law* is currently an online-taught course aiming to provide students with a comprehensive and practical overview of Chinese law and the legal system of China. It will be very helpful to those students who are interested in Sino-European business relations, to have some basic and practical understanding of the current legal system. The list of recommended selective courses remains open, and it is possible for students to take other courses of UiB with the approval of the programme board. These elective courses complement and consolidate the student's knowledge base, as well as their methodological preparation for research in specific areas.

In the third and fourth semesters, the student will be engaged in **KIN350** *Master Thesis in Chinese Studies* under supervision. The Master thesis is a scientific work in the discipline of the student's specialisation, and may be written on the basis of one self-chosen topic in the context of our master programme. The supervisor will guide students through the different stages of the research process starting with preparing a research proposal, collecting and processing data, defining a structure for the master thesis, and drafting the master thesis.

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

Table 2 Forms of Teaching and Requirement for Students

Semester	Kursbetegnelse	Arbeidsform	Arbeidskrav	Vurderingsform
1. Autumn	Kin 301 Topics in Chinese Applied linguistics	Lecture, seminar, digital collaborative learning	Presentations and discussions in seminar, written assignment	Term paper
	Kin303 Research methodology in Chinese Studies	Lecture, seminar, library course, digital collaborative learning	Presentations and discussions in seminar	Term paper
2. Spring	Kin302 Topics in Chinese Sociolinguistics	Lecture, seminar	Participation and discussions in seminar, written assignments	Written exam
	Kin304 Topics in Chinese Literature, Philosophy, Media, and Art	Lecture, seminar	Participation and discussions in seminar	Written exam
	Kin305 Intercultural Communication	Lecture, seminar	Participation and discussions in seminar	Term paper
	LING311 Metode for språklege mastergrader	Lecture, seminar	Participation and discussions in seminar, practical exercise	Written exam
	JUS292-2-An Introduction to Chinese Law	Lecture, seminar	Participation and discussions in seminar	Written exam
3. & 4. Autumn and Spring	Kin350 Master Thesis	Self study, teacher supervision	No obligatory activities, but working along with a prescribed timeframe.	Master thesis, oral defence

The prevailing teaching and learning formats in the Master programme are lectures, seminars, group assignments with and without supervision, and self-study. These are represented in different courses and are combined in different ways to create a connection and alignment between teaching,

learning outcome descriptions and forms of assessment (Table 2 above). Arrangements will be made so that lectures, seminars and various group assignments can be completed both physically and digitally, depending on what is considered most appropriate on various topics. In all teaching processes, students' active participation is strongly encouraged.

Lectures: This is a major teaching form in the Master programme. In the lectures, the main activities include review of literature, key concepts and perspectives in the subject, dissemination of the subject history and knowledge base and how this has been developed. Dialogues will be facilitated with the students about the subject contents' relevance to concrete issues in work and society. The lectures will primarily be delivered in physical form. In addition, guest lectures might be arranged on selected topics, and in such cases, digital lectures will be conducted using Zoom (or similar digital solutions) as the main platform. Once formally published, the timing, venues and forms of teaching will be available for students on the student portal (Mitt UiB) during the entire study.

Seminars: This is another major teaching method that stresses students' participation. During the teaching and learning process, students participate in discussion, collaborate in collecting, analyzing and using subject knowledge, literature and relevant information, give presentations, practice argumentation, and exercise writing. In the seminars, students will also actively work in groups with different case assignments. The purpose is for students to learn to collect, evaluate and use relevant information, theory and methodologies when faced with various tasks and issues within the Chinese studies field. In cases where students are required to collect data, they will be reminded about research ethics regarding privacy, data storage, and the protection of personal safety when using obtrusive observation methods.

Library course: The faculty collaborates with the university library and other supportive facilities such as DH-lab, etc., to ensure training in the use of information technology tools, reference use and search, literature management, as well as issues around plagiarism and ethics. Currently it has yet to be decided on which subject the library courses will be placed.

Digital collaborative learning: In several of the courses, arrangements will be made for students to collaborate through various digital solutions. For example, students will be required to give comments to fellow students' draft texts. This is a way to foster students' critical reading abilities.

Another example could be organizing the students to attend digital webinars, online workshops or conferences to expand their academic horizon, keep up with frontier studies and establish academic and social networks. Such learning will be based on solutions already incorporated into Mitt UiB, such as Zoom or Teams.

Written work / group assignments with and without supervision: Processing of literature, training in academic writing and professional argumentation.

Assessment methods: The programme has varied assessment methods, including written exams, home exams, at times combined with an oral exam, and supervised term papers. The assessment forms are explained in the descriptions for each course. 1) Term paper. In some subjects (e.g. Kin301, Kin303), the student is required to write a term paper based on a given or self-chosen topic related to the themes covered in the course. The writing is generally independent study with guidance from a supervisor. Oral presentations are usually required for individual projects. 2) Written exam or home exam. In some subjects (e.g. Kin302 and Kin304), the students are assessed through a final exam where explanation and argumentation using the concepts, theories or frameworks in the subject are expected. The exam may be administered at home on special occasions. 3) Oral exam. The Master programme is concluded with an oral exam where the Master thesis is defended (Kin350). These forms of assessment give students an opportunity to show how they master the knowledge, skills and general competence described in the course descriptions. Letter grades from A to F are applied.

Workload requirements: Though some subjects offered in the Master programme carry the same credit points, the workloads for different subjects may vary greatly. These differences result from the different contents or learning objectives in the subjects. This is necessary for students to acquire subject knowledge and specific skills which are central to later professional practice.

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

The Chinese faculty at the Foreign Language Department, as the team applying for the Master in Chinese studies, has the confidence to present and apply new and current research for students on topics as described in section 2.4. In addition, there is a goal that the students are presented with

current research in which the academic community is actively involved. Overall, this will provide students insights into established and new issues and outcomes, as well as research methods and theories as the basis for knowledge development in various relevant areas with relevance to the field of Chinese Studies (see, for example, section 3.5). Students' active research is ensured through Master thesis.

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

Chinese Studies is a rather broad area, encompassing numerous disparate research paradigms and theories as well as research traditions in various fields. To broaden students' vision in the chosen themes, some guest lectures from invited international scholars will be arranged in the courses. This is also a way to strengthen international collaboration. During the study, the students are encouraged to attend international conferences on Chinese studies and disseminate their research in the academic community. In this regard we will encourage students' participation in seminars, conferences, and other activities organized by Nordic networks, including the Network for Asian Studies (Asianettverket) and its "Asianettverket Annual MA Course," the Nordic Association of China Studies, and the Sino-Nordic Gender Studies Network. We are currently reaching out to these and other international institutions to set up exchange agreements, as to allow students to take courses and transfer the earned credits to UiB system. Preliminary and useful experience in this regard has been obtained through the faculty's previous endeavours in supervising guest researchers.

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

Exchanges for Master in Chinese Studies students will initially only be possible in connection with the master thesis (KIN 350). The programme board has started to contact overseas institutions for student exchange, exploring possibilities with universities in China and Taiwan that have already signed exchange agreements with the UiB or the Faculty of Humanities in our BA programme in Chinese studies (see Appendix 13). In the long run, it is a goal of the Master programme to establish agreements with foreign institutions, so that students can replace several compulsory

courses in the current study plan, or supplement them, with corresponding (approved) courses at another institution.

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

Not applicable.

Appendix List

Appendix to the requirements of the study programme. Mark with "Not relevant" if an attachment is not relevant for the study	Appendix No.
Study plan	1
Table with an overview of the study's structure and contents	Table 1, Table 2
Course description	2,3,4,5,6,7,8,9
Internationalization agreements	To be finalized
Student exchange agreements (legally binding)	13
Signed practice agreement(s)	Not relevant
For online studies (online study only or in combination with site-based study) comes in addition:	Not applicable
Curriculum for the online study programme (if applicable)	Not applicable
Procedure for training in online studies for students and teachers	Not relevant
Documentation of learning platform for online students	Not relevant
Documentation of the online/subject teachers' routines for following up online students (as response time, etc.)	Not relevant

3. Krav til fagmiljø

(fra Studietilsynsforskriften § 2-3)

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

The Chinese programme has kept growing fast since its formal commencement in 2013. Currently, there are approximately 60 students enrolled in the Chinese BA programme, with a probability of increasing student enrolments in the years to come. As mentioned earlier, students have repeatedly expressed their desire to continue their Chinese studies in Bergen. In light of the steady enrolment numbers over the past years (Appendix 12), we expect to admit 5 students per cohort. To guarantee that the course programme offered is commensurate with personnel resources, it is our plan to conduct recruitment every other year at the beginning stage. As mentioned in the general background section, the academic environment associated with the study programme currently consists of one full-professor, two associate professors, and one senior lecturer, all four positions are permanent. In addition, the Chinese studies programme has a full-time postdoc fellow with a fixed-term contract until August 2024. The teaching staff distinguish in disciplinary specialization and expertise in the field of Chinese studies. The subjects and courses of the planned Master programme in Chinese studies will be covered by the permanent staff. The postdoc fellow will contribute to the study programme with an elective course until the expiration of the contract (KIN 305).

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

The academic staff of the Chinese programme has extensive and certified teaching experience and possesses knowledge and practice in the employment of digital technologies, including Zoom, Socrative, Mitt UiB, Padlet, Quizlet, Kahoot, Wechat, etc.. Collective commitment of Chinese teaching staff in utilizing digital teaching technologies have so far proved to be well received by BA programme students. The experience in using digital technologies was also included in

prescribed qualifications for new staff. For instance, Dr. Karlsson has extensive experience with online teaching. Previously, the shortage of human resources posed challenges for digital teaching and learning. However, with the arrival of new staff, the human resource constraint will be greatly released. UiB affiliated establishments such as DH-lab, Media City and other institutions offer regular courses on advancements in higher educational teaching. To further the pedagogical skills of our staff, and incorporate new technologies and methodologies into teaching, our staff will actively participate in relevant courses.

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

As the primary measure of academic management for quality assurance we will conduct regular annual surveys among students on their satisfaction-level regarding the contents of courses, the quality of teaching. On top of this, a student representative will be appointed to serve as a channel in communicating students' concerns and opinions to the teaching staff. If the budget allows, regular reviews by independent academics or third parties from external institutions that have the same or higher international positioning as that of UiB will be organized every two years. Therefore, the qualities and varieties of all planned courses will be vigorously reviewed to keep abreast of international trends in both academic and pedagogical terms. These evaluations will inform the refinement of the study programme.

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

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

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

Currently, there are four permanent staff plus a four-year term postdoc researcher. Of the four permanent staff, there are one full professor, two associate professors and one senior lecturer. The workload division will be arranged to ensure that at least 10% of the workload is dedicated to the Master programme student training and thesis supervision. Overall, this means that the teaching staff have satisfactory competence in first-position and professor level.

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

Altogether five academic staff will be involved in the teaching and supervision of Master courses, including one full professor, two associate professors, one senior lecturer and one postdoctoral fellow. Their expertise in various aspects of Chinese studies is listed below.

Professor Shouhui Zhao is an internationally acknowledged expert in Chinese sociolinguistics with a focus on language policy analysis, Chinese character planning (standardization and computerization), and Chinese language education. Prof Zhao obtained his doctoral degree in linguistics from the University of Sydney. Being a professionally trained language teacher, Prof Zhao had, upon completion of his MA study at Renmin University of China in Beijing in 1988, taught and researched Chinese language and culture at seven universities in five different countries before joining UiB. During his stint at the National Institute of Education (NIE) of Nanyang Technological University in Singapore, where he used to work as postdoc researcher, assistant professor and research scientist for nearly nine years, Prof Zhao led a strong and dynamic research team, and with research grants of over 2 million US dollars, the ten plus research projects for which he was the principal investigator or co-investigator contributed a lot to enhancing Chinese language education in Singaporean schools.

Associate Professor Guowen Shang is a linguist specialized in Chinese grammar, sociolinguistics and applied linguistics. He has extensive experience in teaching Chinese and English in Norway, China and Singapore, and doing research in Chinese language and linguistics. Originally trained as a researcher in cognitive-functional linguistics, he did several studies concerning Chinese grammar from cognitive and functional perspectives. Later he extended his research area from micro-level Chinese language studies to macro-level Chinese language policy studies and applied

linguistics studies. In these research areas, he has investigated visual multilingualism in urban space, language policy in the era of globalization, as well as practical issues in teaching and learning Chinese and English as second/foreign languages in different social-cultural contexts. The research outputs in these areas have been published in several prestigious linguistic journals and book series at renown publishers worldwide.

Huiwen (Helen) ZHANG is Associate Professor of Chinese Studies (Philosophy & Literature) and a founding member of the Academic China Forum at the University of Bergen, Norway. She has given over 50 invited lectures, seminars, and workshops in English, German, and Chinese, in the United States, the United Kingdom, Canada, Denmark, Sweden, Norway, Poland, Lithuania, Germany, Austria, and China. Dr. Zhang defines herself as a lento reader, poetic translator, creative writer, and cultural critic in one. Transreading is an interdisciplinary method that she has developed to explore how history, literature, philosophy, and art generate and reshape one another. She utilizes transreading throughout her work. Her first book, *Kulturtransfer über Epochen und Kontinente* (2012), explores how Feng Zhi transformed a gory legend of revenge from 400 BCE into a lyrical allegory of the 1940s wartime generation's search for home. Her online publication with Oxford, "Mu Dan's Poetry as a History of Modern China" (2018), illustrates poetry as a source for historical studies. Dr. Zhang's open-access article in *Orbis Litterarum*, "A perfect bliss-potential realized: Transreading 'Wish, to Become Indian' in light of Kafka's Dao" (2021), reveals how, through transreading, Kafka transplants the seed of Dao and nurtures it in a European mind. Dr. Zhang's second book, *Transreading: A Common Language for Cultural Critique* (under contract), engages those whom she terms "transreaders of modernity": Lu Xun in Chinese; Kierkegaard, Ibsen, and Strindberg in Scandinavian languages; and Nietzsche, Döblin, and Kollwitz in German. It uses transreading to reconstruct a transcontinental dialogue that illuminates common responses to modernity which prompt us to ponder the nature of and the solutions to the problems of our time. Her third book, *Kafka's Dao: The Patience Game*, demonstrates how we should transread Kafka in the way he transreads ancient Chinese poet-philosophers.

Dr. Julia Marinaccio has studied China Studies and Political Science in Vienna and Taipei. She specializes in the interface of political theory and comparative politics. Her research mainly focuses on environmental governance and political transnationalism in China and Taiwan. Her research has been published in a number of international academic journals, including the

International Journal of Environmental Management, International Journal of Public Administration, International Journal of Development. Her first book *Linking Theory & Praxis: Cadre Training and Environmental Governance in China* will come out in June and is published by the renowned German Ökom Verlag specializing in sustainable development. As one of the few China scholars who masters traditional and simplified Chinese characters and has expertise in researching contemporary politics and society in China and Taiwan, she contributes to diversifying language and subject-related teaching in our programme. Also, due to her study and work background in Taiwan, she helps expand our international collaborations and set up partnership agreements with Taiwanese research institutions.

Dr. Jens Karlsson, trained as a sinologist in Sweden and China, has a Ph.D. in Chinese Linguistics from Lund University (2010), as well as bachelor's degrees in theoretical philosophy and Chinese language. His doctoral thesis on "Temporal Adverbs in Modern Standard Chinese -- A Decompositional Inquiry" is an extremely thorough and theoretically fairly advanced study of the syntax and semantics of temporal adverbs in Modern Standard Chinese. Dr. Karlsson has extensive teaching experience, in particular from basic Chinese language courses, but also China studies in general – both offline and online courses, at Lund, Stockholm and Gothenburg universities, including a fair amount of supervision. He has published regularly on Chinese literature, language and culture throughout career, for an academic as well as a more general audience. He was associate professor in Chinese Studies at Stockholm University before joining UiB. Dr. Karlsson currently works on three fronts within the field of Sinology: (a) Chinese linguistics, especially word class theory, with a connection to language typology; (b) Intercultural communication, especially the reception of Immanuel Kant's philosophical production in China; (c) Translation of poetry from Chinese to Swedish, especially (migrant) worker's poetry, as well as the genre's socio-political conditions and artistic expression.

The different expertise among the faculty and the scholarship are a great advantage for students of the Master programme to develop comprehensive knowledge and competences in Chinese Studies. All members of the current research and teaching staff in Chinese studies have a remarkable track record of publications, participation in and organization of academic events, such as conferences, lecture series, academic service, etc. The academic team is internationally competitive and its

standards scores equally to those of other universities with a Master programme in Chinese Studies.

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

The research and teaching staff participates regularly in national and international collaborations and networks that are relevant to the study.

As an international researcher, Professor Shouhui Zhao has obtained rich experience in developing collaborative relationships with overseas research and high educational institutions, particularly in China and Singapore. He used to be the Chairperson of the Nordic Association for China Studies (2017-19), and he currently the external examiner for Chinese programme with the University of Liverpool in the UK. Professor Zhao has actively and extensively got involved in both practical undertaking and academic activities in furthering sociolinguistic research in China. He has been frequently invited to deliver keynote speech and seminar talks on topics related to his expertise in fields of sociolinguistics and language education China. Professor Zhao is the deputy editor for two academic journals (one in English and one in Chinese), a translation serial in applied linguistics regularly published by the top academic publisher in Chinese world (Commercial Press), he also sits on editorial boards for the four academic journals (three in English and one in Chinese). His future plan includes a collaborative endeavour in looking at the correlation between socio-cultural contexts and students' learning motivations with the counterparts from Bath University and University of Exeter in the UK.

Associate Professor Guowen Shang has established wide connections and close collaborations with scholars from various academic backgrounds in China, Singapore and Norway during his PhD study and research and teaching work in the past decade. Such connections and collaborations are interwoven into the implementation of research projects, organization and participation of academic conferences and provision of services in academic associations. Currently he is a board member of the Nordic Association for China Studies (NACS), where he keeps contacts with scholars in Chinese studies based in Norway, Sweden, Denmark, Finland and Iceland. He was one of the key members of the organizing committee of the 14th NACS conference hosted at the UiB. Every year he attends a couple of international conferences in his research areas to build up

academic and social networks. He is also involved in several National-level core research projects in China as a key team member.

Dr. Zhang Huiwen is the core participant in five international collaborative projects in Chinese Studies, including two digital book publications (*Lu Xun's Wild Grass and Related Classical Poems*, digital annotated trilingual edition with images and audio readings; *Kafka's Zürich Collection and Associated Reflections*, digital annotated trilingual edition with images and audio readings) and three articles (“Ein slik hagefleck” som “sitt eige hjarta”—Olav H. Hauge i dialog med T'ao Ch'ien (365-427) og Li Po (701-762): Hvordan gir *translesing* ny kraft til taoistisk håvamål og europeisk modernisme; Applying Transreading in Teaching *Literaturphilosophie*, and Translation, Transreading, Transceiving: An Experiment, A Game, A Conversation; Literature and War: Two Moments from the Chinese Tradition). Later in 2021, Dr. Zhang will deliver two invited lectures and seminars in five languages (including her newly acquired Norwegian) at UiB and MIT/Harvard (“Olav H. Hauge *transleser* Kina, vi *transleser* Hauge” and “Dao for Modernity: Europe Transreads China”).

Dr. Julia Marinaccio has worked at different internationally renowned European universities and participated in various exchange schemes with other research institutes abroad, including Peking University, Ca' Foscari University in Venice, and Academia Sinica. She has built a vast scholarly network that spans multiple research institutions with China and Taiwan-related research in Taiwan (Academia Sinica, National Chengchi University, National Taiwan University, National Cheng Kung University), China (Renmin University, Peking University, East China Normal University, Shenzhen University), Europe (Freie Universität Berlin, University of Tübingen, University of Leipzig University of Vienna, Vienna School of International Studies, University of Oslo, University College Cork), and the USA (University of Notre Dame, Johns Hopkins SAIS). She has organized two international conferences, a series guest lectures, including a lecture series on Current Affairs in China in the spring semester 2021 at UiB, and managed the visits of guest researchers in the context of ERASMUS+. She is involved in three international book projects with University College Cork, University of Leipzig and Notre Dame University, and a third collaborative book project with researchers from Austria and Germany.

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

Not applicable

Appendix 1

Study Plan for Master Programme in Chinese Studies

Namn på studieprogrammet, nynorsk

Masterprogram i kinesiske studier

Namn på studieprogrammet, Bokmål

Masterprogram i kinesiske studier

Name of the programme of study, English

Master programme in Chinese studies

Namn på grad

Master in Chinese studies

Omfang og studiepoeng

120

The study offers a total of 120 credits, which is standardized for a two-years full-time master programme.

Fulltid/deltid

Full time

Undervisningspråk

English and Chinese

Studiestart - semester

Autumn

Mål og innhald

The Master programme in Chinese studies is a full-time programme of study over four semesters. It is composed of 120 ECTS credits and is made up of two main parts: coursework (60

credits) and a Master thesis (60 credits). The courses offered or included in the programme are customized to develop students' competence in various aspects of Chinese studies. One course can be chosen from the list of selective courses offered by the Humanities or other faculties. The students will be encouraged to find a topic for their Master thesis and sign a supervision contract as early as possible in the second semester.

Læringsutbytte

Upon successful completion of the Master programme, the graduate is expected to achieve multiple learning outcomes in terms of knowledge, skills and general competence:

Knowledge

The graduate

- will have further developed the knowledge s/he has gained previously via specialised courses in Chinese Studies.
- will have gained broad knowledge of the field in general and detailed knowledge of a limited subfield.
- will have gained basic knowledge of central problems and methodologies in the selected discipline.

Skills

The graduate

- is able to work independently and in the long term on solving problems based on his/her knowledge of the discipline.
- is able to engage with and critically assess theories, methods and interpretations within the discipline.
- is capable of acquiring and applying knowledge of new subfields within the discipline.
- is capable of carrying out a limited supervised research project in accordance with the relevant research-ethical norms.
- is familiar with the norms of academic writing.
- is capable of using the ICT tools which are necessary in order to carry out independent work within the discipline.

General competence

The graduate

- is capable of continuing to develop his/her competence and specialisation in an independent manner.
- can express problems, analyses and conclusions within the student's selected discipline in English and Chinese.
- is familiar with relevant communicative genres.
- can contribute to discourse in the public arena in areas relevant to the discipline.

Opptakskrav

In order to apply for the Master Programme in Chinese studies, you need a bachelor's degree in Chinese studies, sinology or relevant fields. The applicant must hold a minimum of 80 ECTS in the relevant courses, such as Chinese language, history, literature, culture or the equivalent. An average grade for the bachelor programme studies shall be C or above.

As the courses are mainly taught in English with ample readings in Chinese, the applicant shall have sufficient English and Chinese speaking and written competences. The applicant with a BA degree from outside Nordic countries shall provide a documentation of his/her English proficiency level of at least 7 in IELTS, 95 in TOEFL, or C1 at the Common European Framework of Reference for Languages (CEFRL).

Tilrådde forkunnskaper

Innføringsemne

Not applicable

Obligatoriske emne og Tilrådde valemne

The Master programme is composed of four compulsory courses and a set of selective courses. The compulsory courses are:

- Kin301 Topics in Chinese Applied Linguistics (15 credits)

- Kin302 Issues in Chinese Sociolinguistics (10 credits)
- Kin303 Research Methodology in Chinese Studies (15 credits)
- Kin304 Topics in Chinese Literature, Philosophy, Media, and Art (15 credits)

Selective courses include:

- LING311 Methods for Master Students in Language and Linguistics (10 credits)
- Kin305 Intercultural Competences (10 credits)
- JUS292-2-A An Introduction to Chinese Law (10 credits)

The candidate must take four compulsory courses and one selective course to earn altogether 60 credits before entering the compulsory thesis writing, namely:

- Kin350 Master thesis in Chinese Studies

Spesialisering

No

Rekkefølge for emne i studiet

First Year

Semester 1 Autumn

Kin301 Topics in Chinese Applied Linguistics (15 credits)

Kin303 Research Methodology in Chinese Studies (15 credits)

Work-in-progress seminar in Chinese Studies

Semester 2 Spring

Kin302 Topics in Chinese Sociolinguistics (10 credits),

Kin304 Topics in Chinese Literature, Philosophy, Media, and Art (10 credits), and

Pick one from the open recommended list*:

LING311 Methods for Master Students in Language and Linguistics (10 credits)

Kin305 Intercultural Competences (10 credits)

JUS292-2-An Introduction to Chinese Law (10 credits)

* These courses are offered by other programmes or faculties and can be selected by Master in Chinese Studies students.

Work-in-progress seminar in Chinese Studies

Second Year

Semesters 3 and 4, Autumn and Spring

Kin350 Master Thesis in Chinese Studies

Delstudium i utlandet

The programme board has started to contact overseas institutions for the possibilities of providing places for our students to do exchange studies. When proper exchange agreements are established, the Master programme students can obtain part of the study credits from institutions in other countries. In such situations, students can take Master level courses at foreign universities and get these approved as a part of the requirements for the Master degree in Chinese studies at UiB.

Arbeids- og undervisningsformer

Lectures/Seminars/Supervision

Vurderingsformer

The assessment forms that are used are written exams, a home exam, at times combined with an oral exam, and term paper. The assessment forms are specified in the descriptions for each course (see appendices 2,3,4,5,6,7,8,9).

The Master programme is concluded with an oral exam where the Master thesis is defended.

Litteraturliste

Each course offered in the Master programme in Chinese studies has its customized reading list. Students are expected to study the recommended reading material during the course time.

Karakterskala

The individual courses included in the Master programme are graded with letter grades A-F, where F is a failing grade.

Vitnemål og vitnemålstillegg

Certificates are printed after the degree is completed.

Grunnlag for vidare stadium

The Master degree in Chinese studies prepares the student for further study at the PhD-level.

We will cooperate with Bergen Kommune to add Chinese language into the Postgraduate Certificate in Education (PGCE, or PPU) scheme. Students planning on taking PPU need to make sure that they meet the entry requirements for PPU. More information can be accessed via the website: www.uib.no/studieprogram/PRAPED.

Relevans for arbeidsliv

A Master degree in Chinese studies provides students with opportunities to pursue employment in areas where competencies in teaching, research and development are required. For example, graduates from our Master programme in Chinese studies qualify for teaching Chinese language at various levels of schools after getting necessary PPU training. They are also apt to be involved in research projects, working as a research assistant/associate to develop research designs, data collection and analysis. Generally, with a Master degree in Chinese Studies, students are qualified for positions such as:

- Language teacher in all levels of schools
- Research assistant or associate
- Advisor in the education sector
- Administrative work related to study departments at universities and colleges (study consultant, program coordinator, etc.)

- Work with public service sectors that require Chinese language skills and/or China-related knowledge

There are also employment opportunities in cooperative sectors, Chinese establishments in Norway or Norwegian companies having business with China or other polities in Greater China, international organisations, NGOs, and cultural associations, production firms, museums, etc.

Evaluering

The master programme is continuously evaluated in accordance with the guidelines for quality assurance at UiB. Course and programme evaluations can be found at qualitybase.uib.no.

Skikkavurdering og autorisasjon

Programansvarleg

The Chinese Studies Program Board is responsible for the academic content and structure of the study programme, and for the quality of all the subjects therein.

Administrativt ansvarleg

The Department of Foreign Languages at the Faculty of Humanities has the administrative responsibility for the course and the study programme.

Kontaktinformasjon

Student advisor for Chinese studies programme can be contacted at studieveileder@if.uib.no

Tlf. 55 58 23 78

Appendix 2

KIN301

Topics in Chinese Applied Linguistics

Level of Study

Master

Teaching semester

Spring

Credits

15

Objectives and Content

The course takes up some selected topics in the broad area of applied linguistics with aims to give students a sound understanding of the central concerns in the field, promote critical and reflective thinking in language-related real-life problems, and develop students' expertise in applying its analytical perspectives to solve Chinese language problems.

This is a specialised course which provides students with the necessary analytical tools and reasoning skills to examine practical issues related to Chinese language. The themes to be covered in the course include second language pedagogy, acquisition and assessment, but also other topics such as discourse and textual analysis, psycholinguistic and sociolinguistics. The contents of the course may vary on a semester-to-semester basis.

Learning outcomes

Knowledge: On successful completion of this course, the student

- will have developed his/her general knowledge of the discipline.
- will have acquired specialised knowledge of the topics treated in the course.
- will have become familiar with recent research in the field treated in the course.

Skill: On successful completion of this course, the student

- will be able to use analytical and reasoning skills to discuss topics on Chinese language teaching, learning and uses on an analytical basis, taking both critical and theoretical perspectives into account.
- will be able to organize a group discussion concerning an academic topic within particular theoretical frameworks.

General Competence: On successful completion of this course, the student

- will be able to understand and analyse specific problems arising in language classroom, workplace and/or other related domains.
- will have developed further his/her ability to express academic ideas, both in writing and orally.

Required Previous Knowledge

Bachelor degree with specialisation in Chinese language, Sinology, or the equivalent.

Recommended Previous Knowledge

None

Teaching and learning methods

The course is taught in English, with considerable analytical examples and texts in Chinese.

Lectures and seminars: altogether 12 weeks, 24 hours.

In the lectures, selected topics in applied linguistics are taught by the instructor. In the seminars, student-led discussions will be conducted.

Attendance and Assignments

The student has to attend at least 75% of the classes and passes two compulsory written assignments in order to be qualified for the final exam.

Form of Assessment

Course assessment consists of a term paper of around 3000 words.

Grading Scale

The Department uses a grading scale ranging from A to F. F is a failing grade.

Reading List

An Introduction to Applied Linguistics, Edited By Norbert Schmitt, Michael P.H. Rodgers, Routledge, 2020

The Cambridge Introduction to Applied Linguistics, Edited by Susan Conrad, CUP, 2020

Doing Applied Linguistics: A Guide for Students, By Nicholas Groom/Jeannette Littlemore, Routledge, 2011

Appendix 3

KIN302

Topics in Chinese Sociolinguistics

Level of Study

Master

Teaching semester

Spring

Credits

10

Objectives and Content

Sociolinguistics concerns the interactions between language and society and is extended to include sociology of language in the era of globalization. Therefore, the course brings the two together, i.e., both the Chinese society reflected in Chinese language (i.e., traditional sociolinguistics) and the use of Chinese language in Chinese society (i.e., sociology of language) with a focus on the latter. Students will be trained to acquire adequate knowledge to understand the complex linguistic situation in China and topics on language management of the Chinese language on the Chinese mainland and to describe issues concerning divergence and convergence of language use in Chinese speaking polities through an interdisciplinary perspective.

Like many dynamic systems, language undergoes constant change over time. The course provides a thorough insight into a broad array of factors such as social class and national or geographical affiliation that drive the change in language and study their impact on linguistic communities of Chinese speakers. Specifically, on this course, students will be introduced to the socio-political dimensions of Chinese language development and character modernization and phonetic standardization. It equips students with advanced knowledge that is central to Chinese sociolinguistics as a field of research, and helps them to learn how Chinese sociolinguists

explore the relationship between language/script and the expression of class, power, and political/regional identity.

Learning outcomes

Knowledge: On successful completion of this course, the student

- Will develop general understanding of the socio-political aspects of the developing trajectory of Chinese language.
- Will acquire advanced knowledge about the dynamic interaction between social changes and language evolution.
- Will be introduced with the latest literature and analytic approaches in studying language as a social phenomenon.

Skill: On successful completion of this course, the student

- Will be able to apply theoretical knowledge and methodological skills in interpreting language development and official policies in context of modern China.
- Will be able to critically reflect on the socio-political implications of the causes and goals of language planning and management.

General Competence: On successful completion of this course, the student

- Will develop a strong multicultural awareness of social statue and use of language forms and linguistic devices thus improve the proficiency of intercultural communication.
- Will obtain an ability to problematize the variation of language from the sociolinguistic perspectives.

Required Previous Knowledge

Bachelor degree with specialisation in Chinese language, Sinology, or the equivalent.

Recommended Previous Knowledge

None

Teaching and learning methods

The course is taught in English, with considerable analytical examples and texts in Chinese.

Lectures and seminars: altogether 12 weeks, 24 hours.

In the lectures, selected topics in applied linguistics are taught by the instructor. In the seminars, student-led discussions will be conducted.

Attendance and Assignments

The student has to attend at least 75% of the classes and passes two compulsory written assignments in order to be qualified for the final exam.

Form of Assessment

Course assessment consists of a four-hour school examination.

The school exam may be digital.

Grading Scale

The Department uses a grading scale ranging from A to F. F is a failing grade.

Reading List

Language Planning and Social Change, by Robert L. Cooper, Cambridge University Press, 1990

Language Planning from Practice to Theory, by Robert B. Kaplan, Richard B. Baldauf, Multilingual Matters, 1997

An Introduction to Language Policy: Theory and Method, Edited by Thomas Ricento, Blackwell publishing, 2006

Sociolinguistics: An Introduction to Language and Society, by Peter Trudgill, Penguin Books Ltd (4th ed.), 2014

Planning Chinese Characters: Reaction, Evolution or Revolution? By Zhao, Shouhui, Baldauf, Richard B. Jr., Spring, 2008

Appendix 4

KIN 303

Research Methodology in Chinese Studies

Level of Study

Master

Teaching semester

Autumn

Credits

15

Objectives and Content

This specifically developed course offers a synthesized approach of philological investigation, aesthetic evaluation, hermeneutic analysis, theoretical reflection, translation criticism, and comparative perspective. Above all, this course introduces students to and train them in “prompted transreading”, a critical theory developed to explore how history, literature, philosophy, and art generate and reshape one another. “Transreading” encompasses four simultaneous and interdependent activities—close and slow-motion reading, literary translation, creative writing, and cultural hermeneutics. These practices are instrumental to understanding the cosmopolitan figures in modern Chinese intellectual history that continue to inform our world with works that are often cryptic, but foundational. Each student will become a transreader: a close reader, poetic translator, creative writer, and cultural critic in one.

The optimal way to serve this purpose is to combine theory and practice, methodology and exercise. This course explores shorter Chinese texts that exemplify linguistic complexity, intellectual stimuli, and cultural characteristics. Readings include modern poetry and prose, contemporary lyric, and novella.

Learning outcomes

Knowledge: On successful completion of this course, the student

- will demonstrate knowledge of Chinese language, literature, and philosophy, which aids in effective cross-cultural communication.
- will demonstrate insight into additional disciplines such as anthropology, economics, history, international business, media studies, political science, and translation studies, which deepens cross-cultural comprehension.

Skill: On successful completion of this course, the student

- will be able to translate a complex Chinese text into an English/Norwegian version that demonstrates their grasp of the basic meanings of the original, their sharpened sensitivity to the Chinese language, and their refined taste for Chinese literature.
- will be able to identify, analyze, and evaluate prompts—twists, controversies, paradoxes, enigmas, palimpsestic traces, historical-cultural allusions, among others—embedded in the Chinese original. Prompts are evidence of language innovation that demands thorough investigation.
- Will be able to explore different ways of transplanting the Chinese prompts into Western cultural contexts or translate certain English/Norwegian-language versions back into Chinese for a constructive comparison with the original.

General Competence: On successful completion of this course, the student

- will demonstrate critical thinking, initiative, and resourcefulness in leading future intellectual exchanges.
- will demonstrate literacy through information inquiry and application of knowledge in the humanities and arts.

Required Previous Knowledge

Bachelor degree with specialization in Chinese language, Sinology, or the equivalent.

Recommended Previous Knowledge

None

Teaching and learning methods

The course is taught in English/Norwegian, with considerable analytical examples and texts in Chinese.

Lectures and seminars: altogether 12 weeks, 24 hours.

In the lectures, selected topics in research methodology in Chinese Studies are taught by the instructor. In the seminars, student-led discussions will be conducted.

Attendance and Assignments

The student must attend at least 75% of the classes and pass two compulsory written assignments in order to be qualified for the final exam.

Form of Assessment

Term paper

Grading Scale

The Department uses a grading scale ranging from A to F. F is a failing grade.

Reading List

A tailored collection of state-of-the-art articles in the field will be provided digitally.

Content may vary slightly from semester to semester, in accordance with the development of the core discipline and its academic circles in different geographical-cultural contexts.

Appendix 5

KIN 304

Topics in Chinese Literature, Philosophy, Media, and Art

Level of Study

Master

Teaching semester

Autumn

Credits

10

Objectives and Content

The primary objective of this course is to enable students to gain insight into the Chinese and global views of emerging social, cultural, and political events. Interaction between native and non-native speakers are encouraged and guided.

The optimal way to serve this purpose is to explore the culture of contemporary China. Subjects of the course include:

Chinese and comparative literature and philosophy

Chinese and comparative theater, film (both documentary and feature films), and TV programmes (news, drama, talk show, reality show, etc.)

Chinese and comparative politics of social media (WeChat, Weibo, Facebook, Twitter, YouTube, Instagram, etc.)

Social Influence of Chinese popular culture, esp. pop music

New media and digital humanities in China

Education and textbooks (from Kindergarten through University) in China

Transdisciplinary Art in China

Classical Chinese calligraphy and its current and future relevance

Learning outcomes

Knowledge: On successful completion of this course, the student

- will demonstrate knowledge of Chinese language, literature, and philosophy, which aids in effective cross-cultural communication.
- will demonstrate insight into additional disciplines such as anthropology, economics, history, international business, media studies, political science, and translation studies, which deepens cross-cultural comprehension.

Skill: On successful completion of this course, the student

- will be able to analyse the Chinese and global views of emerging social, cultural, and political events, such as microblog posts on national and international issues, Chinese internet or the virtual world, and textbooks, films and TV programmes from Chinese-speaking areas.
- will be able to integrate varied disciplines in order to explore current China-related issues.

General Competence: On successful completion of this course, the student

- will write and present clearly, practicing the skills of effective communication across the curriculum.
- will recognize ethical dilemmas and determine how best to respond to them.
- will apply knowledge and talents to identify and address real world problems in the local or global community.

Required Previous Knowledge

Bachelor degree with specialization in Chinese language, Sinology, or the equivalent.

Recommended Previous Knowledge

None

Teaching and learning methods

The course is taught in English/Norwegian, with considerable analytical examples and texts in Chinese.

Lectures and seminars: altogether 12 weeks, 24 hours.

In the lectures, selected topics in Chinese Literature, Philosophy, Media, and Art are taught by the instructor. In the seminars, student-led discussions will be conducted.

Attendance and Assignments

The student must attend at least 75% of the classes and pass two compulsory written assignments in order to be qualified for the final exam.

Form of Assessment

Course assessment consists of a four-hour school examination.

The school exam may be digital.

Grading Scale

The Department uses a grading scale ranging from A to F. F is a failing grade.

Reading List

A tailored collection of state-of-the-art articles in the field will be provided digitally.

Content may vary slightly from semester to semester, in accordance with the development of the core discipline and its academic circles in different geographical-cultural contexts.

Appendix 6

LING 311

Metode for språklege mastergrader

ECTS Credits

10

Level of Study

Master

Teaching semester

Spring

Place of Instruction

Bergen

Objectives and Content

This course introduces empirical methods in language studies, e.g. the collection, construction and use of text corpora. The methods introduced can vary from semester to semester, e.g. field methods and work with informants, construction and use of questionnaires, and statistical methods which are relevant for processing corpus data and informant data.

Learning Outcomes

Knowledge

The candidate is able to

describe and discuss important methodological foundations in linguistics;

describe important terms and procedures in methods.

Skills

The candidate is able to

assess and compare methods in linguistics, e.g. fieldwork and corpus methods;

apply methods and concepts to practical research on language.

General competence

The candidate is able to

use linguistic and general scientific argumentation;

have a critical perspective on one's own and others' methods;

discuss common methodological questions

Required Previous Knowledge

None

Recommended Previous Knowledge

A bachelor degree with a specialization in linguistics provides the most suitable starting point.

Credit Reduction due to Course Overlap

LINGMET (10 credits)

Access to the Course

Open to all who have been admitted to one of the Master's programmes in Foreign Languages.

Teaching and learning methods

Lectures, seminars and practical exercises. Normally, teachers from linguistics and various language related programmes will be responsible for teaching. About 24 hours per semester.

If fewer than five students are registered to a course, the department might reduce the teaching, please see the department's guidelines regarding this on Mitt UiB. For courses where this is a possibility, the students get information about this at the beginning of the semester, and before the deadline regarding semester registration February 1 / September 1.

Compulsory Assignments and Attendance

To be eligible to sit the final exam, students must have submitted one obligatory assignment during the course. Obligatory assignments must be approved before one can take the exam in the subject. Approval remains valid in a total of three semesters, including the semester of teaching.

Forms of Assessment

4 day individual digital take-home exam, consisting of an essay of about 2000-3000 words, not including references, appendices with data etc.

Cooperation between students is not allowed; neither is it allowed to ask relevant questions to the teacher when the exam has started. The start of the exam is the time when the assignment becomes available to the candidates.

Examination Support Material

It is allowed to use materials from the literature list, library resources, and references and tools indicated by the teacher. All aids that are used must be cited.

Grading Scale

A-F.

Reading List

The reading list may consist of about half common reading material and half individual material chosen in consultation with the student's own department and in relation to the language studied by the student. The syllabus is about 400 pages and includes introductions to linguistic methods and illustrating articles.

Course Evaluation

Course evaluation will be conducted in accordance with the University of Bergen's quality assurance system.

Appendix 7

KIN 305

Intercultural Competences

Level of Study

Master

Teaching semester

Autumn semester

Credits

10

Objectives and Content

In a globalized world with increasingly interconnected societies, foreign language skills have become a fundamental requirement in most professional environments, language proficiency is, however, only one set of communication skills students of foreign languages and applied linguistics need to gain. It has become increasingly recognized that intercultural competences are a key qualification for people who work in culturally diverse environments either abroad or within one's country. Intercultural competences refer to skills, knowledge, and attributes that foster mutual understanding and facilitate successful collaboration between people from ethically and culturally different backgrounds.

In this seminar, students will engage in a critical discussion on diverse aspects of Chinese culture and social relations by reflecting them in relation with their own cultural and societal environments. Questions that will be tackled include: Why can Chinese openly criticize local administrators and Chinese officials in social media but not mass protests across administrative jurisdictions? Why do many young Chinese choose not to marry and have children? Do people from Hong Kong and Taiwan refer to themselves as Chinese and if not what are the reasons for

that? Why do students in China spend their afternoons in cram classes instead of meeting friends and making bonfires in the wild? Are young people in China and Taiwan more tech savvy than their counterparts in Western countries?

Learning outcomes

Knowledge: On successful completion of this course, the students

- will have developed a general understanding of a variety of socio-political aspects of China and the broader Sinophonic world in Greater China.
- will have acquired an advanced knowledge about the dynamic interaction between social-political changes in Greater China over the course of the 20th and 21st century.
- will be familiar with the latest literature and most important analytic approaches in studying society and politics in Greater China.

Skill: On successful completion of this course, the students

- will be able to apply theoretical knowledge and methodological skills in analyzing and interpreting social-political developments in Greater China.
- will be able to critically reflect on the broader social ramifications of political, economic, and social development in Greater China.

General Competence: On successful completion of this course, the students

- will have developed a strong awareness of the impact of political socialization on social behaviour and social interrelations.
- will have obtained an ability to relate to these differences and integrate this awareness in communication and collaboration strategies.

Required Previous Knowledge

Bachelor degree with specialization in Chinese language, Sinology, or the equivalent.

Recommended Previous Knowledge

None

Teaching and learning methods

The course is taught in English, with considerable analytical examples and texts in Chinese.

Lectures and seminars: altogether 12 weeks, 24 hours.

In the lectures, selected topics of Chinese society and politics are taught by the instructor. In the seminars, student-led discussions will be conducted. The students are expected to prepare the literature as outlined in the syllabus.

Attendance and Assignments

The students must attend at least 75% of the classes, deliver an oral presentation on a self-chosen topic in the field of Chinese society and politics from the vantage point of interculturality and prepare a term paper on the same topic at the extent of 5000 words.

Form of Assessment

Term paper

Grading Scale

The Department uses a grading scale ranging from A to F. F is a failing grade.

Appendix 8

JUS292-2-A

Introduction to Chinese Law

Studiepoeng, omfang

10 studiepoeng

Studienivå (studiesyklus)

Master

Fulltid/deltid

Full time

Undervisningssemester

Autumn

Undervisningsstad

Bergen Law Faculty

Mål og innhald

This course is a virtual mobility course. Due to the current situation caused by the corona pandemic most universities have cancelled all student mobility for the fall semester 2020. Hence, there is a need to look for ways of providing students with international experiences other than through the traditional exchange. One possibility is virtual mobility. The European Association of Distance Teaching Universities (EDTAU) has underlined that online courses and collaborative learning activities can also improve intercultural competences and international online communication skills.

The course will facilitate collaboration and interaction between students from different countries and cultures. In addition to the online lectures, there will be seminar groups led by advanced Chinese students from Shandong University School of Law. In the seminar groups students from all around the world will engage in discussion of relevant topics taught in the course, bringing into the course an important intercultural learning experience, in addition to the learning benefits students normally receive from the course.

The online-taught course aims to provide the students with a comprehensive and practical overview of Chinese law and the legal system of China. China is the most populated country with the second largest GDP in the world, and is also a very important business partner of Norway and Europe. In the past 30 years or so, China witnessed a dramatic change in every aspect of the society, including a significant change in the legal system. It will be very helpful to the students who are interested in the Sino-European business to have some basic and practical understanding of the current Chinese Law. In order to meet this need of the students, this course will focus on the Chinese legal system, from both the theoretical and practical approach.

The current Legal system of China is the result of evolution of culture, economy, society and politics. Despite the fact that China is a country with very long history, the modern Chinese legal system can only be traced back to the transplantation of western laws. In the beginning of 20th century, facing the crisis of colonization, China began her painful reform of the society and transplantation of modern law, which followed the model of civil law countries such as Japan and Germany. After 1949, the Soviet law casted huge shadow on Chinese law too. And in the past 36 years, China took the route of "socialism market economy", to which the rule of law is essential. In order to meet the requirements of economy, China introduced civil and commercial law from developed countries and established its current legal system.

Like in other civil law countries, Chinese laws are mostly statutory laws. With the constitution as the basis, the legal system consists of department laws such as civil law, commercial law, criminal law, administrative law, labour law, economics law and procedural laws (civil, criminal and administrative), etc.

This course will spend more time on the laws of business in China, i.e., civil law, commercial law, labour law, intellectual property law and economics law, which may be more interesting and

useful to the students who would like to understand Chinese law for the trade and cooperation with Chinese enterprises. Meanwhile, the course will give some definition of the situation and hot spots of legal studies and research in China, in order to help those who are interested in the comparative research of Chinese law.

In addition to the static laws, the course will also focus on the functioning of Chinese legal system. The course will provide a brief definition of how the governments, courts and other authority bodies work and how the laws are applied.

Furthermore, the students will be introduced to the field of intercultural understanding and communication skills. Intercultural competence is the capability to acquire targeted knowledge, skills and attitudes that lead to noticeable behaviour and communication that are both effective and appropriate in intercultural interactions. The students will develop and practice these skills through online student-led seminar groups where they will discuss relevant topics with classmates from all around the world.

To achieve the goals above, the course is designed to have the following contents:

A brief introduction to Chinese history, culture, society and economy, transplantation and modernization of Chinese law;

The Constitutional Law, the organization and function of governmental branches, judicial system, and the rights of citizens;

Civil law I: General Principles, property law, family law;

Civil law II: Torts, unjust enrichment, voluntary service, and intellectual property law;

Civil law III: Contract;

Commercial law I: Company law;

Commercial law II: Banking law, security law, negotiable instruments, maritime law;

Labour Law, social security law, economic law;

Criminal law;

Administrative law;

Procedural laws.

Basic introduction to intercultural understanding and communication skills.

Læringsutbytte

By the end of the course, the students will have acquired basic and accurate understanding of Chinese law, and they will have gained knowledge about intercultural understanding and communication skills.

In particular, the students will be able to:

Understand the social, economical and historical background of the Chinese legal system;

Understand the functioning of Chinese governmental authorities, especially governments and courts on different levels;

Analyse and make use of the legal framework in the business cooperation with Chinese partners according to Chinese law;

Identify and make use of the legal procedural in the application of Chinese law;

Have the basic knowledge for conducting a comparative study between European law and Chinese law.

Have a basic knowledge of intercultural understanding and communication skills.

Krav til forkunnskaper

Three years of university studies

Tilrådde forkunnskaper

Three years of law studies

Good level of English

Studiepoengsreduksjon

No overlapping with other courses

Krav til studierett

MAJUR, MAJUR-2, INTL-JUS, JUSVALG, POSTMAJUR

Arbeids- og undervisningsformer

Online lectures and seminars

Undervisningsformer og omfang av organisert undervisning

Online lectures and seminars

Obligatorisk undervisningsaktivitet

None

Vurderingsformer

Three hour digital exam.

Information about digital examination.

Semester without teaching: Three hour digital school exam

Exam questions and Answer: English

Hjelpemiddel til eksamen

Support materials allowed during school exam

See section 3-5 of the Supplementary Regulations for Studies at the Faculty of Law at the University of Bergen.

Special regulations about dictionaries:

According to the Regulations for Studies, one dictionary is permitted support material during the examination. Bilingual dictionaries containing for example both Norwegian-English and English-Norwegian are considered as one dictionary.

Bilingual dictionaries to/from the same two languages - for example Norwegian-English/English-Norwegian - in two different volumes are also considered as one dictionary (irrespective of publisher or edition).

Dictionaries as described above cannot be combined with any other types of dictionaries.

Any kind of combination which makes up more than two physical volumes is forbidden.

In case a student has a special need for any other combination than the above mentioned, such combination has to be clarified with/approved by the course coordinator minimum two weeks before the exam. Students who have not been granted permission to have a special combination minimum two weeks before the exam will be subject to the usual regulations (Section 3-5) about examination support materials.

Karakterskala

A - E for passed, F for failed.

Fagleg overlapp

No overlapping with other courses

Emneevaluering

According to Faculty of Law routines.

Emneansvarleg

Professor dr. Bjørnar Borvik, PhD.

Appendix 9

KIN 350

Master Thesis in Chinese Studies

ECTS Credits

60

Level of Study

Master

Teaching semester

Spring and autumn

Place of Instruction

Bergen

Objectives and Content

The Master's thesis is a scientific work in the discipline of the student's specialisation, and may be written on the basis of one of the selected topics.

Learning Outcomes

Upon successful completion of the Master thesis:

Knowledge

The graduate

- will have further developed the knowledge s/he has gained previously via specialised courses in Chinese Studies.

- will have gained broad knowledge of the field in general and detailed knowledge of a limited subfield.
- will have gained basic knowledge of central problems and methodologies in the selected discipline.

Skills

The candidate

- is able to work independently and in the long term on solving problems based on his/her knowledge of the discipline.
- is able to engage with and critically assess theories, methods and interpretations within the discipline.
- is capable of acquiring and applying knowledge of new subfields within the discipline.
- is capable of carrying out a limited supervised research project in accordance with the relevant research-ethical norms.
- is familiar with the norms of academic writing.
- is capable of using the ICT tools which are necessary in order to carry out independent work within the discipline.

General competence

The candidate

- is capable of continuing to develop his/her competence and specialisation in an independent manner.
- can express problems, analyses and conclusions within the student's selected discipline in English.
- is familiar with relevant communicative genres.

- can contribute to discourse in the public arena in areas relevant to the discipline.

Required Previous Knowledge

Bachelor degree with specialization in Chinese Studies, or the equivalent.

Recommended Previous Knowledge

Before starting work on the Master thesis, it is recommended that the student has achieved 60 credits in master courses in Chinese Studies.

Credit Reduction due to Course Overlap

None

Access to the Course

The course is open to students enrolled in the Master programme in Chinese Studies at the University of Bergen.

Teaching and learning methods

The Master thesis is usually written during the third and fourth semesters of the Master in Chinese Studies programme.

Compulsory Assignments and Attendance

Students are advised to choose a topic for their Master thesis as early as possible in the second semester.

Students receive supervision for their work on their Master thesis. A supervision contract outlining the rights and responsibilities of the student is signed by the student, supervisor, and department administration. If a student takes more than two semesters to complete the Master thesis, supervision will be reduced. Students using a fifth or sixth semester to write their Master thesis have the right to feedback on a single full and final draft of their thesis if submitted to the supervisor no later than two weeks before the desired final submission deadline.

Work-in-progress seminar: As part of the Master thesis, students hold three approved presentations at the Department's work-in-progress seminars for Master students:

1. a project presentation
2. a draft of a chapter of the Master thesis,
3. a discussion of another student's chapter draft.

Students are expected to participate actively in their discipline's work-in-progress seminars by presenting their own work and by taking part in discussions about others' presentations. It is especially important that students take part in these seminars the two semesters they spend writing their Master thesis, but it is also advantageous that they participate in their first and second semester.

Forms of Assessment

Selected topics must be passed before examination. Likewise, all obligatory requirements must be met before examination.

The final examination for the Master degree (i.e. submission of the Master's thesis and subsequent oral examination) can be carried out at the beginning and end of each semester. Deadlines for submission of the master's thesis is 1 February and 15 May in the spring semester, and 1 September and 20 November in the autumn semester.

The Master's thesis is to be written in Chinese, English or Norwegian, and should comprise 70-110 pages (the total word count of the thesis must be between 25 000 and 40 000 words.).

The subject for discussion at the oral examination is the student's Master thesis. Following oral examination, the final grade for the Master thesis may be adjusted up or down by one on the grading scale.

Examination Support Material

None

Grading Scale

The Department uses a grading scale ranging from A to F. F is a failing grade.

Assessment Semester

Examination in ENG350 is offered in the spring and autumn semesters.

Reading List

No

Course Evaluation

The course will be evaluated in accordance with the quality assurance system of the University of Bergen.

Programme Committee

The Chinese Studies Programme Board is responsible for the academic content and structure of the study programme, and for the quality of all the subjects therein.

Course Coordinator

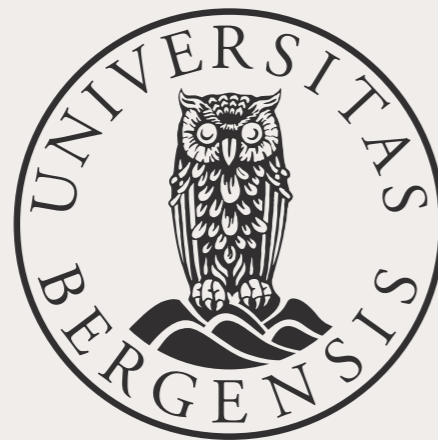
Programme Board for Chinese Studies

Course Administrator

The Department of Foreign Languages at the Faculty of Humanities has the administrative responsibility for the course and the study programme.



Design: Kommunikasjonssjefen, UiB Foto: Ørnøyvåg, Wikimedia Commons, Trykksentral AS, Bergen



uib.no



UiB OG KINA

HANDLINGSPLAN 2018–2022 // UNIVERSITETET I BERGEN

HANDLINGSPLAN FOR UiB OG KINA

UiBs strategi *Hav, Liv, Samfunn* (2016–2022) vektlegger at vi skal være nyskapende og fremragende i alle våre samfunnsoppdrag. Et strategisk virkemiddel for å oppnå dette er nært samarbeid med verdensledende forskningsmiljøer. Vårt samarbeid med Kina er et slikt virkemiddel og skal legge til rette for forskning, undervisning, innovasjon og formidling av høy kvalitet. Kina er en av verdens største økonomier og har økende betydning i det globale samfunnet. Kina er også en raskt ekspanderende kunnskapsnasjon og en stadig viktigere kunnskapsutvikler på mange fagområder.

Denne handlingsplanen er organisert i tråd med UiBs strategiske mål: utvikle flere ledende forskningsmiljøer, utdanne Norges mest attraktive kandidater, være en ettertraktet kompetanseinstitusjon, og å bidra i det offentlige ordskiftet og til den kunnskapsbaserte samfunnsutviklingen gjennom god formidling og dialog med omverdenen. Å fremme kunnskap som former samfunnet er vår visjon.

Handlingsplanen må sees som en oppfølging av vår Handlingsplan for Internasjonalisering. Den tar hensyn til UiBs tre tematiske satsinger: marin, klima/energi og globale samfunnsutfordringer. Som verdens mest folkerike land opplever Kina globale samfunnsutfordringer knyttet til urbanisering, demografiske endringer, miljøforurensing, matsikkerhet, rent vann, helse samt økonomisk og sosial ulikhet, sterkere enn de fleste andre land. Kina investerer derfor også massivt i forskning og teknologi. For å samarbeide med kinesiske forsknings- og utdanningsrelevante institusjoner må vi forstå kinesiske forhold og aktivere bredden av fagmiljø ved UiB.

Handlingsplanen viser våre ambisjoner, hvilke aktiviteter vi vil legge til rette for og hvem som er ansvarlig for at disse aktivitetene settes i gang. For at handlingsplanen skal fungere, må den forankres i aktivitet på forsker- og studentnivå. I perioden handlingsplanen skal virke, vil derfor alle initiativ som kan bidra til å nå målene bli vurdert løpende. Planen vil bli vurdert og oppdatert årlig i Forskningsutvalget og Utdanningsutvalget i lys av en slik inviterende og åpen prosess. Større endringer vil måtte vurderes i styret.

UiBs kjerneverdi knyttet til akademisk frihet er et grunnleggende premiss for denne handlingsplanen.

INNSATSOMRÅDER FOR KOMPETANSEBYGGING OG SAMARBEID MED KINA, 2018–2022

A. INNSATSOMRÅDE: UiB SKAL VÆRE LEDENDE I NORGE PÅ FORSKNINGSSAMARBEID MED KINA

DELMÅL	HOVEDAKTIVITETER	ANSVARLIG
DELMÅL 1: Utvikle sterke forskningssamarbeid med ledende fagmiljøer i Kina	Utvide sterke eksisterende forskningssamarbeid spesielt i retning av UiBs strategiske satsinger og regjeringens handlingsplan for forskningssamarbeid med Kina. Stimulere til ekstern finansiering av forskningsprosjekter med kinesiske partnere ved å avsette egne såkornsmidler og bruke ressurser fra internasjonale nettverk, som blant annet World University Network (WUN). Institusjonalisere relasjonsbygging, blant annet ved hjelp av æresprofessorat og Professor II-stillinger. Delta i utviklingen av forskningsprogrammer i EU og NFR om/med Kina for å oppnå en langsiktig programstruktur som støtter UiBs forskningsinteresser.	Viserektor for globale relasjoner, dekanat
DELMÅL 2: Tiltrekke oss sterke forskningstalenter fra Kina	Opprette og styrke utvekslingsavtaler, og felles grader, på ph.d.-nivå, med utvalgte kinesiske institusjoner. Opprette ekstra stipendordninger for sterke kinesiske kandidater knyttet til strategiske samarbeid. Rekruttere flere ph.d.-studenter fra Kina inn i Bergens Summer Research School (BSRS).	Universitetsdirektor, dekanat
DELMÅL 3: God administrativ støtte for forskningssamarbeid med Kina	Opprette en forskningsadministrativ ressurs med kompetanse på Kina. Iverksette rutiner for intern kunnskapsdeling om forskningssamarbeid med Kina. Organisere faglig-sosiale tiltak for ansatte og studenter fra Kina.	Universitetsdirektor

B. INNSATSOMRÅDE: UiB SKAL HA ET LEDENDE UTDANNINGS- OG UTVEKSLINGSTILBUD MED KINA

DELMÅL	HOVEDAKTIVITETER	ANSVARLIG
DELMÅL 1: Skape det beste faglige utvekslingstilbudet (ut- og innreisende)	Opprette og styrke studentutvekslingsavtaler med prioriterte kinesiske universiteter og forskningsinstitusjoner. Opprette ordning for priser («awards») til fremragende kinesiske studenter ved, eller som ønsker seg til, UiB. Ilgangsette tiltak for god faglig og sosial integrering av inn- og utreisende studenter, bl.a. ved å tilby kurs før avreise. Opprette praksisplasser og praksisoppgaver i/om Kina i samarbeid med eksterne aktører, som for eksempel Bergen Næringsråd og Maritime Bergen. Utvide ChiNor sine utvekslingsprogrammer til andre fakulteter som er interessert i å delta. Utvide Norwegian China Law Centre sine utdanningstilbud, inkludert samarbeid med næringsliv og kinesiske universitet, til andre interesserte fakultet. Videreutvikle samarbeidet med Nordic Centre ved Fudan universitet. Videreføre samarbeidet med Bergen Konfutse Institutt. ¹ Styrke alumniarbeidet blant kinesiske studenter ved UiB i samarbeid med næringslivet. Vurdere å gjøre utvalgte informasjonsressurser tilgjengelig på kinesisk.	Viserektor for utdanning, universitetsdirektor, dekanat
DELMÅL 2: Tilby utdanning, kurs og seminarer med internasjonalt ledende eksperter på/fra Kina	Styrke og koordinere eksisterende studietilbud, spesielt kinesisk språktilbud, slik at de blir tilgjengelige for interesserte studenter, særlig der UiB allerede har profilerte tilbud, som innen samfunnsvitenskap, humaniora og andre spesialiserte miljø. Legge til rette for Kina-relaterte utdanningstilbud på alle fakulteter. Utvikle kurstilbud, bl.a. MOOC i moduler om forhold i Kina. Styrke og videreutvikle EVU-tilbud på Kina spesielt rettet mot skoleverket, og andre private og offentlige aktører som trenger Kina-kompetanse. Utvikle samarbeid med NHH om felles kurs.	Viserektor for utdanning, universitetsdirektor, dekanat
DELMÅL 3: God administrativ støtte for utdanningsamarbeid med Kina	Opprette en studieadministrativ ressurs med kompetanse på Kina. Etablere systemer for kunnskaps- og erfaringsformidling mellom fakultetene om utdanningsamarbeid med Kina, der Norwegian China Law Centre gis en koordinerende rolle. Styrke Norwegian China Law Center med administrativ kapasitet.	Universitetsdirektor

C. INNSATSOMRÅDE: UiB SKAL VÆRE EN ETTERTRAKTET KOMPETANSEINSTITUSJON PÅ KINA

DELMÅL	HOVEDAKTIVITETER	ANSVARLIG
DELMÅL 1: Styrke UiBs egen forskning på Kina og Kina-relaterte forhold	Stimulere forskning på Kina og Kina-relaterte forhold, særlig der UiB allerede har profilerte miljø og forskere, som innen samfunnsvitenskap, humaniora og andre spesialiserte miljø. Synliggjøre verdien av Kina/områdekunnskap i tverrfaglige satsninger, større forskningsprosjekt og søknader.	Viserektor for globale relasjoner, dekanat
DELMÅL 2: Bidra med faglig kompetanse om Kina på tvers av sektorer	Etablere et kompetanseutvalg som kan gi faglige råd til næringsliv, myndigheter og andre samfunnsaktører. Samarbeide med bl.a. Bergen Næringsråd og NHH om årlig Bergen-China Summit. Initiere et felles «Kina-nettverk» med kunnskapsinstitusjoner, lokale myndigheter, Bergen Næringsråd med flere. Samarbeide med Bergen Kommune om aktivitet knyttet til vennskapsbyen Dalian. Legge til rette for, og bidra til, kulturutveksling mellom Norge og Kina.	Universitetsdirektor, rektorat
DELMÅL 3: Mobilisere lokale, regionale og nasjonale «stakeholders» for deltakelse i eksternt finansierte prosjekter	Tilrettelegge for felles søknader til NFR, EU etc. med relevante eksterne aktører som er engasjert i spørsmål knyttet til Kina, slik som Bergen Kommune, Hordaland Fylkeskommune og private aktører. Samarbeid med Academia Europaea Bergen Hub for å utvikle forskningsrelasjoner og prosjekter i Kina.	Universitetsdirektor, viserektor for globale relasjoner

D. INNSATSOMRÅDE: UiB SKAL BIDRA TIL KUNNSKAPSBASERT SAMFUNNSUTVIKLING, GOD FORMIDLING OG DIALOG OM KINA

DELMÅL	HOVEDAKTIVITETER	ANSVARLIG
DELMÅL 1: Aktivt formidle kompetansen til studenter og forskere med erfaring fra Kina	Systematisk kartlegge og opprette kontakt med samfunns- og arbeidsliv med behov for kinakompetanse. Bruke Bergen Næringsråd, Bergen Kommune og andre private og offentlige aktører som møtearena og arena for synliggjøring av kompetanse, gjennom foredrag eller lignende.	Viserektor for globale relasjoner, dekanat
DELMÅL 2: Heve UiBs synlighet i Kina-relatert formidling og samfunnsdebatt	Utvikle en kommunikasjonsplattform med fokus på UiBs Kina-aktiviteter. Synliggjøre UiBs aktivitet på FNs bærekraftsmål i relasjon til forhold i Kina. Synliggjøre UiBs Kina-kompetanse for norske og kinesiske myndigheter, inkludert ambassader og konsulat. Informere om UiBs Kina-arrangement til et bredt publikum.	Universitetsdirektor, rektorat

¹ UiB og HVL har hatt et konfutsesamarbeid siden 2008 med Beijing Sport University. Våre fagmiljø har meldt at de har positive erfaringer med og nytte av dette samarbeidet. Avtalen sikrer UiBs faglige autor



UNIVERSITETET I BERGEN

Universitetsledelsen

Professor Bjørnar Borvik, Faculty of Law
 Professor emeritus Stein Kuhnle,
 Professor Nils Gunnar Kvamstø, Faculty of Mathematics and Natural Sciences
 Associate professor Huiwen Helen Zhang, Faculty of Humanities
 Adviser Maria Holme Lidal, Norwegian China Law Centre, Faculty of Law
 Senior adviser Kristin Svartveit, Division of Research and Innovation
 Senior adviser Hans Egil Offerdal, Division of Research and Innovation

Deres ref

Vår ref

Dato

2020/12510-HAO

09.11.2020

Creation of academic China Forum at UiB

UiB has an extensive and long-standing cooperation with institutions of higher education and research in China. It includes collaboration across several disciplines, international co-publications and inter-institutional agreements on research and student exchange.

This vast amount of activities with partners in China accentuates the need for a coherent coordination and support in the study of language, culture, and society. Further, it is essential to better systematize shared knowledge from individual and institutional cooperation with Chinese researchers and institutions. The 'UiB Advisory Board on Cooperation with China' has played an active and central part in the institutional support for cooperation with China for individual researchers, academic departments and university leadership, especially through the document «Samarbeid med kinesiske institusjoner – kontekst og refleksjoner».

The mandate for the Advisory Board expired 1 August 2020.

Like all academic institutions in Europe, UiB is facing various challenges in the collaboration with institutions of higher education and research in China. Thus, the management of UiB sees the need for an independent channel – outside of the regular academic and institutional authorities – where one can share knowledge and experiences on collaboration with China, and which can function as an avenue for deliberations and considerations. It can be noted here that in their discussion of the University Board's revision of the Action Plan for China, the University Research Committee underlined that the experiences gained at the faculties and departments should be shared across the University.

Based on this, The University leadership wish to create an academic China Forum.

The mandate of the academic China Forum, until 31 December 2022, will be:

- Be an advisory forum for academic environments and the University leadership in the work with building solid collaboration with Chinese institutions and research environments.
- Be a forum for securing a close dialogue between the University leadership and the academic departments, across university departments and with other institutions of research and higher education in Bergen that cooperate with Chinese institutions and researchers.

Telefon 55 58 00 00
 postmottak@uib.no
 Internett www.uib.no
 Org no. 874 789 542

Universitetsledelsen
 Telefon 55 58 20 01/02

Postadresse
 University of
 Bergen, Postbox
 7800
 NO-5020 BERGEN

Besøksadresse
 Muséplass 1
 Bergen

Saksbehandler
 Hans Egil Offerdal
 55589742

- Facilitate networks and activities for researchers at UiB and in Bergen that have, or wish to gain, competency on China.
- Organize an annual China seminar and interdisciplinary symposia to encourage new research and build competency.
- Contribute to further development and visibility of UiB's entire research and education activities related to China.

Appointed members of the UiB China Forum are:

- Professor emeritus Stein Kuhnle, *Chair of the forum*
- Professor Bjørnar Borvik, Faculty of Law
- Professor Nils Gunnar Kvamstø, Faculty of Mathematics and Natural Sciences
- Associate professor Huiwen Helen Zhang, Faculty of Humanities
- Adviser Maria Holme Lidal, Norwegian China Law Centre, Faculty of Law (observer)
- Senior adviser Kristin Svartveit, Division of Research and Innovation (observer)
- Senior adviser Hans Egil Offerdal, Division of Research and Innovation

The Division of Research and Innovation will serve as the Secretariat of the China Forum.

Sincerely yours,

Dag Rune Olsen
Rektor

Kjell Bernstrøm
universitetsdirektør

Dokumentet er elektronisk godkjent og har derfor ingen håndskrevne signaturer.

Appendix 12

Gjennomstrømming

Startår	Studieprogram	Grand T..	Semesternummer								
			1	2	3	4	5	6	7	8	
2015 HØST	BAHF-KIN	Aktive	27	27	23	19	19	12	10	3	5
	Bachelorprogram i kinesisk	Akkumulerte Kvalifikasjoner	10	0	0	0	2	3	4	6	10
		Andel_kvalifikasjoner	37.04%	0.00%	0.00%	0.00%	7.41%	11.11%	14.81%	22.22%	37.04%
2017 HØST	BAHF-KIN	Aktive	34	32	32	27	21	14	13	2	
	Bachelorprogram i kinesisk	Akkumulerte Kvalifikasjoner	8	1	1	2	2	2	6	8	8
		Andel_kvalifikasjoner	23.53%	2.94%	2.94%	5.88%	5.88%	5.88%	17.65%	23.53%	
2018 HØST	BAHF-KIN	Aktive	25	25	21	19	16	12			
	Bachelorprogram i kinesisk	Akkumulerte Kvalifikasjoner	0	0	0	0	0	0	0	0	0
		Andel_kvalifikasjoner	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%			
2019 HØST	BAHF-KIN	Aktive	26	25	22	17					
	Bachelorprogram i kinesisk	Akkumulerte Kvalifikasjoner	1	0	1	1	1	1	1	1	1
		Andel_kvalifikasjoner	3.85%	0.00%	3.85%	3.85%					
2020 HØST	BAHF-KIN	Aktive	37	37							
	Bachelorprogram i kinesisk	Akkumulerte Kvalifikasjoner	0	0	0	0	0	0	0	0	0
		Andel_kvalifikasjoner	0.00%	0.00%							

Appendix 13

Chinese Institutions with Exchange Agreements with UiB

Number	Name of University	Place	Level of bilateral exchange agreements*
1	Fudan University	Shanghai	University level
2	East China Normal University	Shanghai	Faculty of Humanities
3	Renmin University of China	Beijing	Faculty of Humanities
4	Peking University	Beijing	University level
5	Beijing Foreign Studies University	Beijing	Faculty of Humanities
6	Zhejiang University	Hangzhou	University level
7	Chongqing University	Chongqing	Faculty of Humanities
8	Yunnan University	Kunming	Faculty of Humanities
9	University of Hong Kong	Hong Kong	University level
10	Chinese University of Hong Kong	Hong Kong	University level
11	Hong Kong Baptist University	Hong Kong	University level
12	Hong Kong University of Science and Technology	Hong Kong	University level

* For the Chinese institutions that have signed bilateral exchange agreements with the Faculty of Humanities of UiB, the students at Chinese studies programme are given priority during the application. The Chinese institutions that have signed university-level bilateral exchange agreements with UiB, all UiB students are competing study places on an equal footing.



Institutt for fremmedspråk

Referanse

2021/5986-INGHA

Dato

03.05.2021

Søknad om oppretting av MAHF-KIN og videre prosess

Vi viser til søknad fra Institutt for fremmedspråk om oppretting av masterprogram i kinesisk og behov for avklaringer for den videre prosessen, jf. brev datert 30.4.21, ePhorte 21/5986.

Søknaden kan behandles i følgende møter i studiestyret og fakultetsstyret:

Frister	Møter
Uke 20: 18. mai 2021	Saksbehandlerfrist til studiestyret
Uke 21: 26. mai 2021	Møte i studiestyret
Uke 23: 2. juni 2021	Saksbehandlerfrist til fakultetsstyret
Uke 24: 15. juni 2021/Alt. 31. august 2021	Møte i fakultetsstyret
Uke 35: 31. august 2021	Søknadsfrist til studiekvalitetskomiteen UiB

IF må legge sine interne møter i forhold til dette.

Det er relativt korte frister, og derfor foreslår vi et fellesmøte mellom IF, fakultetet og UiB læringslab mandag 10.5.21, 14:00-15:30. Vi hører derfor snarest om dette passer for IF og UiB læringslab.

Vennlig hilsen

Ranveig Lote
seksjonssjef

Inger Marie Hatløy
seniorrådgiver

Dette er et UiB-internt notat som godkjennes elektronisk i ePhorte

Tabell 3: Oversikt over fagmiljøet

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

Samlet oversikt over planlagt dimensjonering av undervisningsressurser for studieprogrammet					
1	2	3	4	5	6
Stillingskategori første studieår	Samlet antall første studieår	Samlet undervisningsprosent per stillingskategori første studieår	Stillingskategori ved full drift	Samlet antall ved full drift	Samlet undervisningsprosent per stillingskategori ved full drift
Professor	1	46%	Professor	1	46%
Førsteamanuensis	2	46%	Førsteamanuensis	2	46%
Post doc	1	25%	Post doc	1	25%
Stipendiat			Stipendiat		
Universitetslektor	0,5	100%	Universitetslektor	0,5	100%

Instituttleder skal gi en samlet vurdering av faglig robusthet og tilgjengelige undervisningsressurser i studiet

Redegjør blant annet for:

- At studiet vil få allokert tilstrekkelige undervisningsressurser til å tåle for eksempel sykefravær og forskningsterminer.
- Grad av gjenbruk av emner som allerede benyttes i andre studieprogram og hvordan gjenbruken påvirker det samlede studenttallet i emne(ne) og behovet for undervisnings- og veiledningskapasitet.
- Hvor mange av de sentrale underviserne som også er involvert i andre program ved instituttet.

Kinesiskfaget har gjennom lengre tid planlagt å sette i gang et masterstudium, noe som også har vært etterspurt fra studentene. Kinesiskfaget ble utvidet fra 2 til 3 faste stillinger fra desember 2020 og vil bli ytterligere forsterket med en 50 % universitetslektorstilling fra 1.8.2021. Faget planlegger masterstudiet innenfor de ressurser de har tilgjengelig, og det er en av grunnene til at de ønsker å kun ta opp studenter annethvert år.

Faget har to undervisere med spesialkompetanse i lingvistikk og språklæring, og ved siste utlysning etterspurte vi derfor en stilling innen kinastudier og tilsatte en underviser med kompetanse innen litteratur og filosofi. Dette, sammen med muligheter for studentene til å søke emner ved andre institutt, gir programmet en tilsiktet bredde/tverrfaglig profil som vi mener vil ruste studentene bedre for arbeidslivet.

Ingen av underviserne er involvert i andre programmer ved instituttet.

Instituttleder gir sin fulle støtte til opprettingen av masterprogrammet.