



**Styre:** Fakultetsstyret ved Det humanistiske fakultet

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INGHA

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## Søknad om oppretting av masterprogram i kinesiske studium

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### Dokument i saka:

- Søknad om oppretting av masterprogram i kinesiske studium
- Sak [38/21](#) i fakultetsstyret sitt møte 15.6.21
- Tilbakemelding frå Institutt for framandspråk til fakultetsstyret sine kommentarar etter møtet 15.6.21

### Bakgrunn

I studiekvalitetsmeldinga for 2020 melde Institutt for framandspråk (IF) om ynskje om å opprette eit masterprogram i kinesiske studium. Som oppfølging vart det halde eit møte mellom fakultetsleiinga og den faglege leiinga ved IF i april 2021. 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. Det vart bestemt i møtet at IF kunne arbeide vidare med søknaden. Seksjon for studier og forskarutdanning ved fakultetssekretariatet og IF hadde ein førebels gjennomgang av søknaden og studieplanen. I tråd med [UiBs kvalitetssystem for utdanning](#) vart eit førsteutkast av søknaden sendt til vurdering i den sentrale læringsdesigngruppa ved UiB læringslab innan fristen 30. april. Gruppa gav tilbakemeldingar til fagmiljøet i møte 9. juni.

Søknaden om oppretting av eit masterprogram i kinesiske studium vart lagt fram til orientering i studiestyret i møte 26.5, [sak 22/21](#), som gjorde følgjande vedtak: *Studiestyret tar saken til orientering.*

Studiestyret hadde elles desse kommentarane:

- Ressursituasjonen 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.

I møte 15.6.21, sak 38/21, behandla fakultetsstyret ved HF søknaden om oppretting og gjorde følgjande vedtak: *Fakultetsstyret tar saka til orientering*. Fakultetsstyret reiste fleire spørsmål og peika på ein del utfordringar som fagmiljøet vart bede om å adressera i arbeidet fram mot endeleg søknad til fakultetsstyret. Sjå vedlagt dokument til saka for dette.

### **Søknaden**

Fagmiljøet i kinesisk har førebudd eit tverrfagleg studieprogram med ein kombinasjon av emne i språk/lingvistikk, kultur, litteratur, historie og samfunnstilhøve. Instituttet er 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. Lingvistikk ved Institutt for lingvistiske, litterære og estetiske studium (LLE) har stadfesta at dei kan ta imot fem studentar på LING311 Metode for språklege mastergrader.

Masterprogrammet er lagt opp som eit fulltidsstudium over to år der studentane tar 60 studiepoeng i emne i kinesiske studium, inkludert 10 studiepoeng valemne, og ei masteroppgåve på 60 studiepoeng. Sjå søknad og studieplan for nærare informasjon.

### **Ressursar**

Fagmiljøet består av 3,5 faste stillingar. Faget har i tillegg ein post.doc. i perioden 2020-2024. Post.doc.-stillinga kan inkluderast i undervisninga ved behov, men opprettinga av ein master i kinesiske studium kan ikkje baserast på ein slik midlertidig tilleggsressurs. I instituttleiar si innstilling vert det opplyst at faget planlegg masterstudiet innanfor dei ressursane som er tilgjengelege, og at det er ei av årsakene til at dei ynskjer å ta opp studentar annakvart år.

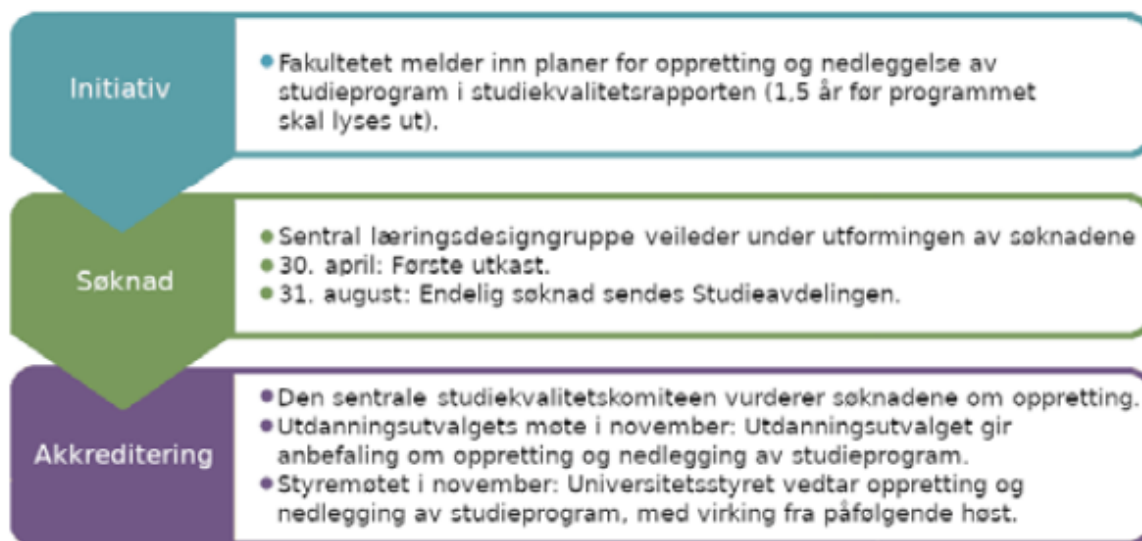
### **Studieplassar**

Instituttet planlegg for opptak av fem studentar annakvart år med første opptak hausten 2022. Ved IF har italiensk masterprogram fire plassar med opptak annakvart år. Det er mogleg å få til en syklus der italiensk tar opp eitt år, og kinesisk neste år. Det vil då vere ein studieplass i manko ved kvart opptak på kinesisk og opptaket må følgeleg vurderast i høve til masteropptaket totalt.

### **Saksgang**

Prosess og tidsplan for oppretting av nye studieprogram ved Universitetet i Bergen er regulert i UiBs kvalitetssystem for utdanning – systembeskrivelse, 4.2 Akkreditering – Nye studieprogram.

## Saksgang ved oppretting og nedlegging av studieprogram



Foto/ill.:  
UiB

Prosessen for søknad om oppretting av master i kinesiske studium er i tråd med UiB sitt oppsett:

Initiativ: Instituttet sin plan for programmet vart meld i rett tid og på korrekt måte.

Søknad: Søknad med studieplan er utarbeidd i UiB sin mal. Det første søknadsutkastet vart sendt til den sentrale læringsdesigngruppa ved UiB læringslab innan fristen 30. april. Fagmiljøet fekk tilbakemeldingar som er tatt omsyn til i arbeidet undervegs. I utarbeidinga av studieplan og søknad har også fakultetet vore kopla på og har gitt kommentarar og tilbakemeldingar.

Akkreditering: Dersom fakultetsstyret tilrår oppretting av programmet, vil søknaden bli oversendt studieavdelinga og bli behandla i UiB sin sentrale studiekvalitetskomité som har sitt første møte 13. september. Dersom studiekvalitetskomitéen godkjenner søknaden går den vidare til utdanningsutvalet (UU) som behandlar søknaden, truleg i møtet 29. oktober. Dersom UU tilrår oppretting av programmet går søknaden til universitetsstyret som gjer endeleg vedtak om oppretting, truleg i møtet 25. november.

Intern orientering og godkjenning: Internt har både fakultetsleiinga, studiestyret og fakultetsstyret blitt orienterte undervegs i prosessen og har gitt tilbakemeldingar som er blitt følgde opp. Fakultetet hadde planlagt oversending av søknad om oppretting innan den gitte fristen 31. august, men grunna endring i møteplan for fakultetsstyret, vert søknaden behandla i fakultetsstyret sitt oppstartsseminar 2. september og Studieavdelingen har godtatt oversending 3. september. Oversendinga til Studieavdelingen skal inkludere ei tilråding frå fakultetsstyret.

Ekstern fagfelle: Ifølge retningslinjer for eksterne fagfeller ved Universitetet i Bergen, vedlegg 1 i systembeskrivelsen til kvalitetssystemet, skal hvert studieprogram ved UiB ha ein eller fleire eksterne fagfeller. Ekstern fagfelle kan bli beden om å bidra i UiB sin studiekvalitetskomité når vedkomande fagmiljø søker om oppretting av nye studietilbod. Det er også mogleg å gi oppdraget som ekstern fagfelle i studiekvalitetskomitéen til ein annan, og det vert gjort i dette tilfellet. Professor i kinastudier ved Universitetet i Oslo, Halvor Eifring, skal ha denne oppgåva. Oppdraget som ekstern fagfelle i studiekvalitetskomitéen er å lese søknaden og vurdere den i høve til gjeldande forskrifter før komitémøtet i september, der komitéen vurderer søknaden.

**Forslag til vedtak:**

Fakultetsstyret tilrår oppretting av masterprogram i kinesiske studium.

Camilla Brautaset  
dekan

Kim Ove Hommen  
fakultetsdirektør

# Søknad om oppretting av

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



[August 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 in 1966 at the University of Oslo. Nearly half a century later, the second formal Chinese Studies programme focusing on Chinese language teaching was launched at the University of Bergen (UiB) in 2013. Over the past eight years, the programme has witnessed a steady growth with its characteristic features among Chinese programmes in the Nordic region. Building upon the Bachelor programme (BA) in Chinese language at the Department of Foreign Languages (IF) of UiB, the

Master programme in Chinese Studies is designed to address the growing demands of the BA 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. The high numbers on individual courses are due to students taking Chinese as elective studies, which indicates their strong interest in the subjects. Our informal survey among the previous cohorts of BA students showed that at least 10 students in each class expressed strong interests in the prospective Master in Chinese Studies programme with UiB. From the enquiries constantly received from the graduates regarding the Master programme, the Chinese programme faculty have every reason to believe that the highly-motivated potential students for Master in Chinese Studies programme are large in number. The potential pool of students in the wider context of Nordic countries could be even larger.

This proposed Master programme in Chinese Studies has a profile in line with other programmes offered by IF-UiB in that it is a combination of courses in language/linguistics, culture, literature and/or history. In our BA programme, students mainly learn Chinese language to build up a language foundation for further studies. In the Master programme, more focus will be given to the advanced knowledge and skills in Chinese linguistics, literature and society. To bridge the knowledge gap between the Bachelor and Master programme, the BA courses will have some adjustments in the teaching contents to prepare the students for Master study. 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 and digital humanities, 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 16) and in the founding of the Academic China Forum (11.2020–12.2022) (Appendix 17). 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 10 for a list of Chinese universities with bilateral exchange agreements).

The Master programme in Chinese Studies distinguishes itself in several aspects. First, the attractiveness of the city of Bergen. Bergen is an ideal site for talented national and 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). A succinct environment scan outside Norway shows that in the 5-6 universities in the Nordic region offering Master programmes with a component to some extent related to China, only Aalborg University in Denmark's programme exclusively focuses on China, with a title of Master Programme in Chinese Area Studies. Master programmes related to China in other Nordic universities are offered under Asian or East Asian studies, such as Master Programme in East Asian Studies (University of Turku) and Master Programme in Asian Studies (Stockholm University). Therefore, UiB's Programme is unique in that it is specially devoted to Chinese language, literature and culture with a clear orientation of humanity studies.

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 public schools in Norway. Over the past decade or so, Norwegian young people have shown tremendous enthusiasm for Chinese language. It is reported that Chinese stands out as the second "most-wanted foreign language" on students' wish-list after Spanish. According to the prediction of the Norwegian Foreign Language Center,

among all the 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, history and literature, the graduates, with completion of necessary postgraduate diploma in pedagogy (PPU), will be 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. When it comes to Europe, although the long promised Comprehensive Agreement on Investment (CAI) was shelved due to non-economic reasons, no one would deny that the space for cooperation between the two sides is huge, and there will be increasing engagement of China in European economic activities. For conducting business negotiations with Chinese partners, the demands of Chinese language and cultural proficiency and competence in business communication are also bound to be on the rise. With the linguistic and cross-cultural competence gained in the Master programme in Chinese Studies, students can build up a good basis for employment in international companies and organisations targeting 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 three permanent full-time academic staff and one permanent half-time teaching staff with different expertise will be involved in the teaching and supervision of Master courses. The faculty includes one full professor, two associate professors, and one senior lecturer. In addition, a postdoctoral fellow, who is currently on a fixed-term contract, can occasionally participate in the MA teaching and supervision. The profiles of the faculty are as follows. 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 is specialized in modern Chinese and European literature and philosophy, and her “transreading” method – a multilingual approach that integrates lento (slow-close) reading, poetic translation, cultural hermeneutics, and creative writing – enables teachers and students to explore Chinese literature, philosophy and art from a comparative perspective. The lecturer 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 Chinese poetry translation. The postdoctoral fellow, 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. 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*

<b>Types of undergraduate studies (tick)</b>	
	Bachelorgradsstudium
	Kortere studium på lavere grad som ikke fører til en grad (grunnutdanning), årsstudium
	Studieretning innenfor en bachelorgrad
	Fellesgrad
	Videreutdanning
<b>Type of Master studies (tick)</b>	
<b>X</b>	Mastergradsstudium 120 studiepoeng – § 3
	Erfaringsbasert mastergradsstudium 90 studiepoeng – § 5
	Erfaringsbasert mastergradsstudium 120 studiepoeng - § 5
	Mastergradsstudium 300 studiepoeng
	Fellesgrad
	Videreutdanning
<b>How shall the programme be offered</b>	
<b>X</b>	Heltidsstudium
	Deltidsstudium
<b>X</b>	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 general study plan with accompanying courses, 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, and international cultural production and exchange. In the lectures and seminars, students will gain theoretical knowledge about applied linguistics, sociolinguistics or 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 and cross-cultural ability, a key competence for working with and in China in all professional sectors. Through independent research with the Master thesis, students will lay a solid foundation for rigorous academic research in the discipline, which prepares them for further research and work at a higher level (such as Phd study).

Society needs people who recognize the power of humanities and its impact on communities and individuals. The Master degree in Chinese Studies will qualify the students for working in both public and private sectors, and offer them more opportunities and possibilities to pursue employment in areas where competencies in teaching, research and development are required.

For example, graduates from the Master programme in Chinese Studies may find employment at various levels of schools after getting necessary PPU training in Chinese language. They can also get involved in research projects, working as research assistants/associates to develop research designs, data collection and analysis.

Generally, the graduate with the Master degree in Chinese Studies at hand may be qualified to work as: language teacher in 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.). The student may also 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. The faculty at the Chinese programme will make efforts to boost further employment opportunities.

### **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 requires 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 essential 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		
<b>Semester 1</b>  Autumn	15 stp.  KIN301 Topics in Chinese Applied linguistics		15 stp.  KIN302 Research Methodology in Chinese Studies
<b>Semester 2</b>  Spring	10 stp.  KIN303 Topics in Chinese Sociolinguistics	10 stp.  KIN304 Topics in Chinese Literature, Philosophy, Media, and Art	10 stp.  Approved elective course
<b>Semesters 3 &amp; 4</b>  Autumn/Spring	60 stp.  KIN350 Master thesis		

In the first semester, two compulsory courses are offered: **KIN301** *Topics in Chinese Applied Linguistics* and **KIN302** *Research Methodology in Chinese Studies*. The **KIN301** course focuses on key topics in the broad area of applied linguistics, aiming at giving students a sound understanding of the central concerns in the field, promoting critical and reflective thinking in language-related real-life problems, and developing students' expertise in applying its analytical perspectives to solve 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, discourse and textual analysis, psycholinguistics and corpus linguistics. **KIN302** 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 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: **KIN303** *Topics in Chinese Sociolinguistics* and **KIN304** *Topics in Chinese Literature, Philosophy, Media, and Art*. **KIN303** 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, thus 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** guides the students through a variety of topics relevant to contemporary Chinese culture and society so that they gain insights into the Chinese and global views of emerging social, cultural, and political 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, every student must take one 10-credit elective course to expand his/her research vision and fulfil the credit requirement. There is an open list of approved elective courses, from

which the students have rights to select any one of them as an elective (Alternatively, the students may apply to take other courses offered by UiB or other institutions as an elective with the approval of the Chinese Programme Board). Currently, the list includes the following elective courses: 1) **KIN305** *Intercultural Competence* is a seminar-based course offered by Julia Marinaccio from the Chinese 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 (Appendix 6 for the course description). 2) **KIN306** Independent Study involves a research project on a self-chosen topic in the broad area of Chinese Studies. The independent study provides students with the opportunity to work one-on-one with a supervisor from the Faculty of Humanities of UiB on a particular topic or creative project. The student is responsible for finding a supervisor at the Faculty of Humanities of UiB, and must submit a short course description that contains a title, a research question and a reading list/syllabus amounting to 800 - 1000 pages of reading materials that the student has not been examined previously. The main learning method is independent self study, with supervision of up to six hours (Appendix 7 for the course description). 3) **LING311** *Metode for språklege mastergrader*, offered by the Department of Linguistic, Literary and Aesthetic Studies, 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 (see Appendix 8 for the link to the course). It should be noted that the recommended list remains open and will be updated regularly. 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 full 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 field of Chinese Studies. 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. An oral defence of the thesis is obligatory.

The students in the Master programme in Chinese Studies can plan field work or data collection abroad in the third semester. Moreover, the Chinese faculty are working on establishing exchange agreements with overseas universities for students to do exchange studies in the second semester. Once this is formalized, the students can take relevant Master courses and earn credits in the collaborative institutions and transfer the credits to UiB's study system.

**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.**

The main teaching methods in the Master programme are lectures, seminars, guest lectures and supervision. The main learning methods include digital collaborative learning, independent projects, individual or group assignments with or without supervision, student-led discussion, oral presentation, self-study and so forth. These are represented in different courses and are often combined in different ways to create a connection and alignment between teaching, learning outcome descriptions and forms of assessment (Table 2 below). Arrangements will be made so that lectures, seminars and various learning objectives 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. As for the assessment, a variety of assessment forms are designed to evaluate students' multiple aspects of abilities and competences. The following are the illustrations of some major teaching, learning and assessment forms.

**Table 2 Forms of Teaching and Requirement for Students**

<b>Semester</b>	<b>Kursbetegnelse</b>	<b>Arbeidsform</b>	<b>Arbeidskrav</b>	<b>Vurderingsform</b>
1. Autumn	KIN301 Topics in Chinese Applied Linguistics	Lecture, seminar, guest lecture and collaboration, supervision	Oral presentations, student-led discussions, written assignments, digital collaborative learning	Home-based Exam
	KIN302 Research Methodology in Chinese Studies	Lecture, seminar, supervision	Oral presentations and discussions in seminar, independent project	Term paper
2. Spring	KIN303 Topics in Chinese Sociolinguistics	Lecture, seminar, guest lecture and collaboration, supervision	Participation and discussions in seminar, written assignments	Written exam
	KIN304 Topics in Chinese Literature, Philosophy, Media, and Art	Lecture, seminar, supervision	Participation and discussions in seminar, independent project	Oral exam
	*KIN 305 Intercultural Communication	Seminar, supervision	Independent project, oral presentation in class, participation in discussions, other cooperative and experiential activities	Term paper
	*KIN306 Independent Study	Limited Supervision	Independent project, self study	Term paper
3. & 4. Autumn and Spring	KIN 350 Master Thesis	Supervision	Self-study, no obligatory learning activities, but working along with a prescribed timeframe	Master thesis, oral defence

(Courses marked with \* are elective courses administered by the Chinese Programme)

**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 are 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 field of Chinese Studies. 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.

***Supervision:*** The course instructors provide guidance to the students' research assignments or projects, offering advice on any aspects of the research work such as data collection, data analysis and academic writing conventions. In the individual courses, the instructors may need to give supervision to the students' research projects usually on an individual basis. For the Self-study course, the supervision will be limited to 6 hours. For the Master thesis, the supervisor provides full supervision.

***Guest lecture and collaboration:*** The faculty collaborates with the university library and other supportive facilities such as digital humanities lab etc., to ensure training in the use of information technology tools, reference use and search, literature management programmes, as well as issues around plagiarism and ethics. In addition, international scholars in the relevant research areas may occasionally be invited to give guest lectures on certain topics.

***Digital collaborative learning:*** In several of the courses, arrangements will be made for students to collaborate through various digital solutions. For example, students may need 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.

***Independent projects:*** The students do research projects based on self-chosen topics related to the courses. The specific research topics must be approved by the course instructors/supervisors, and the students conduct research independently, with supervision if necessary. The independent projects must be developed full report or term paper and submitted for assessment. To do that, the student must get familiar with the conventions of academic writing.

***Student-led discussion:*** For some specific topics in the courses, the students need to study the reading materials by themselves. One student will be assigned the role of discussion leader. In the seminar, the student will talk about the general background of the research area, and then pose prepared questions for discussion, and summarize the main points elicited from the class discussion. Other students must participate actively in the discussion, and the instructor will facilitate the discussions.

***Written assignment or group assignment with and without supervision:*** For these activities, students may need to process literature, analyse data, practice in academic writing and get training in academic argumentation.

***Oral presentations:*** In some courses, students need to present to the whole class about the methods and findings of research projects, or their analysis of certain texts/topics. PPT has to be prepared during the presentation, and the presenters will also need to answer questions posed by the fellow students or the instructors.

**Assessment Methods:** The MA programme has committed to adopt varied assessment methods to check the learning outcomes, including written exam, home-based exam, supervised term paper, oral exam, thesis and oral defense. These assessment forms are explained in the descriptions for each course. **1) Written exam or Home-based exam.** In courses such as KIN301 and KIN303, the students are assessed through a final exam where explanation and argumentation using the concepts, theories or frameworks in the subject are expected. In the Written exam, students answer all the questions within four hours at the examination venue, without consulting any reading materials. In the Home-based exam, the students complete the

individual digital exam at home, with all the reading materials available for use. **2) Term paper.** In courses KIN302 and KIN305 the students are required to write a term paper based on self-chosen topics related to the themes covered in the courses. The writing is generally independent study with necessary guidance from a supervisor. Oral presentations are usually required for individual projects. **3) Oral exam.** In KIN304, an oral exam is organized to evaluate the students' abilities to present subject contents in a well-thought-out, strategically designed, concise, and effective manner within prescribed time limit. The oral exam includes an oral presentation of the individual research project conducted during the course and a Q-and-A session. A written report of the research project is an integral part of the final assessment which may adjust the grade of the oral exam. **4) Oral defense.** The Master programme is concluded with an oral exam where the Master thesis is defended (KIN350). **5) Final Thesis.** The final assessment for KIN350 is a Master thesis of 70-110 pages long. The thesis should fulfil all the requirements for academic writing, and will be evaluated in terms of, *inter alia*, the adequacy of the descriptions and explanations, the soundness of the research methods and accuracy of the language expressions. These various forms of assessment give students an opportunity to show how they master the knowledge, skills and general competence described in the relevant course descriptions. Letter grades from A to F are applied.

**Workload Requirements:** Though some courses offered in the Master programme carry the same credit points, the work required for students to do in individual courses may vary. These differences are resulted from the different contents or learning objectives in the subjects. These workloads are 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, such as 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's system. Preliminary and useful experience in this regard has been obtained through the faculty's previous endeavours in supervising guest researchers from China.

### **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 students in Chinese Studies are initially only possible in connection with the master thesis (KIN350). 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 10). In the long run, the Master programme will establish agreements with foreign institutions, so that students can attend exchange studies at overseas institutions in the second semester, take alternative courses that are similar or equivalent to the courses in the current study plan, and earn credits and transfer to the UiB study system as partial fulfilment of the Master programme requirements.

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

Not applicable.

**Appendix List**

<b>Appendix to the requirements of the study programme. Mark with "Not relevant" if an attachment is not relevant for the study</b>	<b>Appendix No.</b>
Study plan	1
Table with an overview of the study's structure and contents	Table 1
Course description	2,3,4,5,6,7,8,9
Internationalization agreements	To be finalized
Student exchange agreements (legally binding)	10
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 well over 60 students enrolled in the Chinese BA programme, with a probability of increasing student enrollments in the next years to come. As mentioned earlier, students have repeatedly expressed desires to continue Chinese Studies in Bergen. In light of the steady enrollment 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 (Appendix 13). 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 half-time lecturer, all of the four positions being permanent. 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. In addition, the Chinese Studies programme has a full-time postdoc fellow with a fixed-term contract until August 2024. The postdoc fellow will contribute to the study programme with an elective course (KIN305) until the expiration of the contract .

**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, MittUiB, 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. Jens Karlsson has extensive

experience with online teaching. Previously, the shortage of human resources posed challenges for digital teaching and learning. With the arrival of new staff, the human resource constraint will be greatly released. Moreover, the 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. 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 following the guidelines and regulations set by UiBs Quality assurance system (course evaluation, external examiner evaluation etc) 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 three full-time staff and one half-time staff in the Chinese programme. A calculation of the human resources shows that the faculty can teach the Master courses within the workload framework of each staff (see Appendix 14 and 15 for the detailed manpower

calculation). In the main teaching resources, 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 these supervision. Overall, this means that the teaching staff has 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 four academic staff will be involved in the teaching and supervision of Master courses, including one full professor, two associate professors and one senior lecturer. The postdoctoral fellow in the Chinese programme can occasionally assume part of the teaching and supervision work. Their expertises in various aspects of Chinese Studies are 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. Dr. Zhao obtained his doctoral degree in linguistics from the University of Sydney. Being a professionally trained language teacher, Dr. 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, Dr. 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, Guowen 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 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 a second/foreign language in different social-cultural contexts. The research outputs in these areas have been published in a number of 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. Dr. Zhang's 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, Strindberg, and Hauge 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. Dr. Zhang's third book, *Kafka's Dao: The Patience Game*, demonstrates how one should transread Kafka in the way he transreads ancient Chinese poet-philosophers.

Dr. Jens Karlsson holds a 50% teaching position in the Chinese programme. Trained as a sinologist in Sweden and China, Jens 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.

Dr. Julia Marinaccio has studied China Studies and Political Science in Vienna and Taipei. In her research she 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 with 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.

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 are equal 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 cuttently 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 topic 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. Huiwen (Helen) Zhang is the core participant in six 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 Züräi Collection and Associated Reflections*, digital annotated trilingual edition with images and audio readings), and a number of articles (e.g., “‘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*”; “Translation, Transreading, Transceiving: A Conversation”; and “Literature and War: Two Moments from the Chinese Tradition”). Dr. Zhang also collaborates with Scandinavian and American colleagues to deliver invited seminars at UiB and Harvard (e.g., “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 of 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. Since the Spring semester 2020 she has organized a digital lecture series on current affairs in China at UiB.

**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 list**

<b>Appendix for fagmiljøet</b>	<b>Appendix No.</b>
Tabell 1: Studenter og ansatte	11
Tabell 2: Forventet antall studenter ved studiet	13
Tabell 3: Oversikt over fagmiljøet	14

## **Appendix 1**

### **Study Plan for Master Programme in Chinese Studies**

#### **Namn på studieprogrammet, nynorsk**

Masterprogram i kinesiske studium

#### **Namn på studieprogrammet, Bokmål**

Masterprogram i kinesiske studier

#### **Name of the program 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

#### **Undervisningsspråk**

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. The courses offered or included in the programme are customized to develop

students' knowledge, skills, and competence in various aspects of Chinese Studies and beyond. The Master programme in Chinese Studies consists of newly created courses focusing on topics in Chinese language, literature, culture and society, and the subjects cover a set of selected key topics in 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.

In terms of learning goals, the students, after learning the Master courses, will 1) gain thorough knowledge about scholarly theories and methods in the field; 2) learn analytical skills to critically deal with different sources of information, evaluate and compare existing theories, and apply relevant research methods to carry out independent research, to contribute to new and innovative findings; 3) have communicative competences to debate and relate about academic issues using the terminology of the academic field. To gradually improve students' language proficiency that allows them to translate, examine, and assess Chinese cultural and academic products, courses will integrate Chinese-language sources, both primary and secondary. To enable students to carry out independent research and contribute with new and innovative findings based on primary Chinese sources, students will experiment with academic literature search in Chinese databases, data collection through the Chinese internet and social media, and learn how to critically evaluate these different sources.

Structure-wise, the Master curriculum is composed of 120 ECTS credits and is made up of two main parts: coursework (60 credits) and a Master thesis (60 credits). There are 4 compulsory courses offered by the Chinese faculty, and one approved elective course which can be chosen from a list of recommended elective courses offered by the Faculty of Humanities or other Faculties. The students will be encouraged to identify a research 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 in Chinese Studies, the student is expected to achieve multiple learning outcomes in terms of knowledge, skills and general competence:

### *Knowledge*

The students

- will have developed advanced knowledge based on what s/he has gained previously via specialised courses in Chinese Studies.
- will have gained advanced knowledge within the field of Chinese Studies in general and specialized insight in limited subfields in order to enhance their intercultural ability.
- will have thorough knowledge of central academic theoretical debates and methods applied in the selected discipline.
- will be able to analyze academic problems within the subfields and apply the acquired knowledge to other and new subfields.

### *Skills*

The students

- are able to work independently and in the long term on solving problems based on their knowledge of China and Chinese language, literature, society and culture.
- are able to critically assess and explain theories, methods and interpretations within Chinese Studies.
- are capable of using relevant methods to acquire and apply knowledge of new subfields within Chinese Studies.
- are capable of carrying out supervised research projects with distinct research questions and in accordance with established research-ethical norms.
- are familiar with the norms of academic writing and able to put them into practice in their written academic outputs.
- are capable of using ICT tools and necessary electronic databases in order to carry out independent work within Chinese Studies.

### *General competence*

The students

- are capable of continuing to develop their competence and specialisation in an independent manner.

- can apply their knowledge and express problems, analyses and conclusions in academic terminology within the selected discipline in English and Chinese.
- are familiar with relevant communicative genres such as conference presentation and ad hoc inputs.
- can contribute to the scholarly and public discourse relevant to the discipline and add new and innovative reflections and insights.

### **Opptakskrav**

In order to apply for the Master programme in Chinese Studies, the applicant needs to have a Bachelor 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, the applicant shall have sufficient English speaking and written competences. Pursuant to the relevant regulations of the UiB, any one of the following English test results would be valid:

IELTS academic - International English Language Testing System

Minimum overall band score: 6.5

TOEFL - Test of English as a Foreign Language, internet-based test (iBT), and TOEFL iBT Special Home Edition

Minimum total score: 90

PTE Academic - Pearson Test of English Academic

Minimum overall score: 62

Test results must be valid (not older than two years) on the date of the application deadline.

### **Tilrådde forkunnskaper**

No

## **Obligatoriske emne**

KIN301, KIN302, KIN303, KIN304, KIN350

## **Tilrådde valemne**

The Master programme in Chinese Studies is composed of five compulsory courses (including Master Thesis) and one approved elective course. The compulsory courses include KIN301, KIN302, KIN303, KIN304 and KIN350, which are detailed below.

### **- KIN301 Topics in Chinese Applied Linguistics (15 credits)**

This 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, promoting critical and reflective thinking in language-related real-life problems, and developing students' expertise in applying its analytical perspectives to solve 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.

### **- KIN302 Research Methodology in Chinese Studies (15 credits)**

This course 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 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.

### **- KIN303 Issues in Chinese Sociolinguistics (10 credits)**

This course 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, thus 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 Topics in Chinese Literature, Philosophy, Media, and Art (10 credits)

This course guides the students through a variety of topics relevant to contemporary Chinese culture and society so that they gain insight into the Chinese and global views of emerging social, cultural, and political events. 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; and Classical Chinese calligraphy and its current and future relevance.

- KIN350 Master thesis in Chinese Studies (60 credits)

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 field of Chinese Studies. 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. An oral defense is required after completing the thesis.

The approved elective course may be any one of the following courses:

- KIN305 Intercultural Competences (10 credits)

This is a seminar-based course offered by the postdoc fellow Dr. Julia Marinaccio in the Chinese programme, where the students will gain advanced knowledge on diverse aspects of Chinese culture and social relations and analyze 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? The course is taught in English, with considerable examples of written and audio-visual Chinese material, including articles, newspapers, books, films, and social media. The instructor uses pedagogical approaches, methods and techniques that encourage students to become actively involved in discovery, challenge, reflection and co-operation. Students must read and prepare the literature outline in the syllabus, carry out independent research on a self-chosen topic, prepare an oral presentation of the project in class, engage in discussions on the topics of their peers, and submit a written term paper of 2500 words.

- KIN306 Independent Study (10 credits)

This is a self-study course which involves a research project on a self-chosen topic in the broad area of Chinese Studies. The independent study provides students with the opportunity to work one-on-one with a faculty member on a particular topic or creative project. The student is responsible for finding a supervisor from the Faculty of Humanities of UiB, and must submit a short course description that contains a title, a research question and a reading list/syllabus amounting to 800 - 1000 pages of reading materials that the student has not been examined previously. The main learning method is independent self study, with supervision of up to six hours.

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

This course, offered by the Department of Linguistic, Literary and Aesthetic Studies, 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.

NOTE: The list of elective courses remains open. Apart from these recommended electives, students have rights to take other courses offered by UiB or other institutions as an elective before the semester starts. The applicant must submit a formal application to take another specific course as an elective, providing adequate reasons and the detailed course description for evaluation. The programme board for Chinese Studies will evaluate the applications and approve (or reject) them on a case-by-case basis.

### **Spesialisering**

No

### **Rekkefølge for emne i studiet**

Recommended order of courses in the programme is as follows:

#### **First Year**

##### ***Semester 1 Autumn***

KIN301 Topics in Chinese Applied Linguistics (15 credits),

KIN302 Research Methodology in Chinese Studies (15 credits).

##### ***Semester 2 Spring***

KIN303 Topics in Chinese Sociolinguistics (10 credits),

KIN304 Topics in Chinese Literature, Philosophy, Media, and Art (10 credits), and

One approved elective course, which may be any one of the following\*:

KIN 305 Intercultural Competences (10 credits);

KIN306 Self-Study Course (10 credits);

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

\* These courses are confirmed to be available for students of the Master in Chinese Studies programme to take. Students can also apply to select other courses offered by UiB or other institutions as an elective after approval by the Chinese Programme Board.

All modules in the course part of the programme must be completed before the submission of the thesis.

## ***Second Year***

### ***Semesters 3 and 4, Autumn and Spring***

KIN350 Master Thesis in Chinese Studies (60 credits)

#### **Delstudium i utlandet**

In the second year of the Master study, students can, if necessary, travel abroad to conduct field work or data collection in connection with the master's thesis.

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 Master in Chinese Studies degree at UiB.

#### **Arbeids- og undervisningsformer**

The teaching of Master courses is research-based and students are expected to take an active role in the learning. The main learning methods include digital collaborative learning, independent projects, individual or group assignments with or without supervision, student-led discussion, oral presentation, self-study and so forth. These are represented in different courses and are often combined in different ways to create a connection and alignment between teaching, learning outcome descriptions and forms of assessment. Arrangements will be made so that lectures, seminars and various learning objectives 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.

The courses are mainly taught in English, with considerable analytical examples and texts in Chinese. In the lectures, selected topics in the discipline are discussed. The main teaching activities include review of literature, key concepts and perspectives in the subject, dissemination of the subject's 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.

Seminar 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. Particularly in the seminars, students will also actively work in groups with different case assignments, and for certain topics, student-led discussions are conducted. 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 field of Chinese Studies. 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.

The course instructors provide guidance to the students' research assignments or projects, offering advice on any aspects of the research work such as data collection, data analysis and academic writing conventions. In the individual courses, the instructors may need to give supervision to the students' research projects usually on an individual basis. For the Self-study course, the supervision will be limited to 6 hours. For the Master thesis, the supervisor provides full supervision.

In some 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.

For the Independent projects, the students do research work based on self-chosen topics related to the courses. The specific research topics must be approved by the course

instructors/supervisors, and the students conduct research independently, with supervision if necessary. The independent projects must be developed full report or term paper and submitted for assessment. To do that, the student must get familiar with the conventions of academic writing. 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.

Moreover, for some specific topics in the courses, the students need to study the reading materials by themselves. One student will be assigned the role of discussion leader. In the seminar, the student will talk about the general background of the research area, and then pose prepared questions for discussion, and summarize the main points elicited from the class discussion. Other students must participate actively in the discussion, and the instructor will facilitate the discussions.

Through various types of teaching and learning, students are given the opportunity to study and approach the subject in various ways. For more information about the teaching and learning forms, see the individual course descriptions. Once formally published by the administration, the timing, venues and forms of teaching will be available for students on the student portal (Mitt UiB) during the entire study.

### **Vurderingsformer**

The MA programme adopts varied assessment methods to check the learning outcomes, including written exam, home-based exam, supervised term paper, oral exam, thesis and oral defense. These assessment forms are explained in the descriptions of individual courses. **1) Written exam or Home-based exam.** In courses such as KIN301 and KIN303, the students are assessed through a final exam where explanation and argumentation using the concepts, theories or frameworks in the subject are expected. In the Written exam, students answer all the questions within four hours at the examination venue, without consulting any reading materials. In the Home-based exam, the students complete the individual digital exam at home, with all the reading materials available for use. **2) Term paper.** In courses KIN302 and KIN305 the students are required to write a term paper based on self-chosen topics related to the themes covered in the courses. The writing is generally independent study with necessary guidance from a

supervisor. Oral presentations are usually required for individual projects. **3) Oral exam.** In KIN304, an oral exam is organized to evaluate the students' abilities to present subject contents in a well-thought-out, strategically designed, concise, and effective manner within prescribed time limit. The oral exam includes an oral presentation of the individual research project conducted during the course, and a Q-and-A session. A written report of the research project is an integral part of the final assessment which may adjust the grade of the oral exam. **4) Thesis.** The final assessment for KIN350 is a Master thesis of 70-110 pages long. The thesis should fulfil all the requirements for academic writing, and will be evaluated in terms of the adequacy of the descriptions and explanations, the soundness of the research methods and accuracy of the language expressions. **5) Oral defense.** The Master programme is concluded with an oral exam where the Master thesis is defended (KIN350). These various 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.

### **Litteraturliste**

Each course offered in the Master programme in Chinese Studies has its customized reading list, which will be published and available to students on Mitt-UiB. The reading list will be available by 1 June for the Autumn semester and 1 December for the Spring semester. Students are expected to study the recommended reading material during the course time.

Please note that there might be courses (such as KIN306 Independent Study) where the student chooses the reading material in cooperation with the course instructor. These courses will not have a fixed set of reading list.

### **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**

Diploma and Diploma supplements are printed after the degree is completed.

### **Grunnlag for vidare stadium**

Completed Master programme with good results qualifies a candidate to apply for admission to doctoral studies in relevant subjects.

Students who plan to take PPU (Praktisk Pedagogisk Utdanning) must ensure that they meet the admission requirements during their studies. Please note that UiB currently does not offer PPU in Chinese.

### **Relevans for arbeidsliv**

Society needs people who recognize the power of humanities and its impact on communities and individuals. With a Master degree in Chinese Studies, the graduate is highly trained in reading carefully and evaluating sources, communicating clearly and discriminating between fact and opinion. The Master degree will qualify the students for working in both public and private sectors, and offer them more opportunities and possibilities to pursue employment in areas where competencies in teaching, research and development are required. For example, graduates from the Master programme in Chinese Studies may qualify for teaching Chinese language at various levels of schools after getting necessary PPU training. They can also get involved in research projects, working as research assistants/associates to develop research designs, data collection and analysis.

Generally, the Master degree in Chinese Studies gives the student possibilities to work as: language teacher in 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.). The student may also 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 in Chinese Studies 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](http://qualitybase.uib.no).

## **Skikkavurdering og autorisasjon**

No

## **Programansvarleg**

The Chinese Programme Board is responsible for the academic content and structure of the Master study programme, and for the quality of all the subjects therein. If changes in the Study Plan are proposed, a Programme Board meeting involving teaching staff, student representative(s) and student advisor will be held in due course to discuss the proposal, reach an agreement and report to the relevant sectors for approval.

## **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](mailto:studieveileder@if.uib.no)

## Appendix 2

### **KIN301 Topics in Chinese Applied Linguistics**

**Course code:** KIN301

**Course title, nynorsk:** Utvalt emne i kenesisk anvend lingvistikk

**Course title, bokmål:** Utvalgt emne i kenesisk anvendt lingvistikk

**Course title, English:** Topics in Chinese Applied Linguistics

#### **Credits**

15

#### **Level of Study**

Master

#### **Full-time/part-time**

Full time

#### **Language**

English and Chinese

#### **Teaching Semester**

Autumn

#### **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. Students will be trained to collect, evaluate and use relevant information, theory and methodologies to address various tasks and issues within the applied linguistics field.

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. Proficiency in Chinese language is necessary in order to understand the Chinese data for analysis.

### **Recommended Previous Knowledge**

None

## **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 main teaching methods are lectures and seminars (and occasional guest lectures): altogether 12 weeks, 24 hours. The main learning activities may include participation in discussion, student-led discussion, group assignment, peer review, oral presentation, etc..

The course is mainly taught in English, with considerable analytical examples and texts in Chinese. In the lectures, selected topics in applied linguistics are discussed. The main teaching 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.

During the learning process, apart from attending the lectures, students need to participate in class discussion, lead group discussion, collaborate in data collection and analysis, give presentations, provide peer reviews to assignments, and exercise writing. Particularly in the seminars, students are expected to actively work in groups with different case assignments, and for certain topics, student-led discussions are conducted. 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.

## **Compulsory Assignments and Attendance**

Students have to attend at least 75% of the classes and pass two compulsory written assignments in order to qualify for the final exam.

Compulsory assignments are valid for one semester following the semester of instructions, and all compulsory assignments must be completed in the same semester.

### **Form of Assessment**

Course assessment consists of a seven-day home-based digital exam on topics specified by the course instructor. The students are required to answer questions or analyze authentic texts, utilizing the relevant knowledge and/or analytical methods. The submitted answers are approximately 4,000 words in total ( $\pm 10\%$ ) (excluding the bibliography, appended data, etc..).

There is no right for collaboration between students or to ask academic questions to the subject teacher when the exam has started. The exam starts from the time the exam assignments are available to the candidates.

### **Examination Support Material**

This is an open-book exam, and students can refer to any of the available reading materials.

### **Grading Scale**

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

### **Assessment Semester**

The exam for KIN301 is offered in the instructional semester. The regular exam is arranged at the end of the Autumn semester. The re-take exam is in the middle of the Spring semester for students with valid compulsory assignments.

### **Reading List**

The reading list is composed of textbooks on applied linguistics. In addition to that, the students are encouraged to use recommended further reading and guidebooks.

The reading list will be available by 1 June for the Autumn semester.

### **Course Evaluation**

The course is evaluated in accordance with the quality control system of the University of Bergen.

### **Programme Committee**

The 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**

The 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

## Appendix 3

### **KIN302 Research Methodology in Chinese Studies**

**Course code:** KIN302

**Course title, nynorsk:** Forskingsmetode i kinesiske studium

**Course title, bokmål:** Forskningsmetode i kinesiske studier

**Course title, English:** Research Methodology in Chinese Studies

#### **Credits**

15

#### **Level of Study**

Master

#### **Full-time/part-time**

Full time

#### **Language**

English

#### **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 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

### **Credit Reduction due to Course Overlap**

None

### **Access to the Course**

The course is open to students enrolled in all Master programmes at the UiB as well as exchange students to the UiB, with the overall enrollment capped at 8.

### **Teaching and Learning Methods**

The main teaching methods include lectures and seminars (altogether 12 weeks, 24 hours). The students' learning involves preview, group homework, oral presentation, individual research project, etc.

The course is taught in English, with considerable examples in Chinese and a small number of complementary examples in German, Norwegian, Danish, and Swedish. The instructor uses innovative pedagogical tools and techniques to enable students to explore how history, literature, philosophy, and art generate and reshape one another, both in the Chinese context and in the global, comparative context. The instructor also supervises research projects on an individual basis.

Students are required to prepare for class by reading closely and thoroughly the literature outlined in the syllabus, by fulfilling small, regular assignments at home (e.g., response papers, online forum posts, discussion proposals and reports), by acquiring new vocabulary to understand Chinese literature used in class, and by conducting independent research on specific

topics. Moreover, each student must conduct an individual research project on a self-chosen topic related to the main themes covered in the course. The project must be developed into a term paper and submitted for final assessment.

### **Compulsory Assignments and Attendance**

The students must attend at least 75% of the classes. Each student must carry out independent research on a self-chosen, instructor-approved topic, prepare an oral presentation of the project in class to gain feedback from the instructor and their peers. The final exam is a written term paper (around 3000 words) in which each student demonstrates their ability to apply research methods – the method of transreading, above all – to the cosmopolitan figures in modern Chinese intellectual history, who continue to inform our world with works that are often cryptic, but foundational.

Compulsory assignments are valid for one semester following the semester of instructions, and all compulsory assignments must be completed in the same semester.

### **Form of Assessment**

Course assessment consists of a supervised final term paper in English of about 3000 words, excluding references, bibliography and appendices. The topic of the paper is chosen by the student and approved or adjusted by the instructor on an individual basis.

The student must follow the conventions of academic writing and familiarize themselves with the rules that apply to the use of sources and citations. If the rules are violated, the student may be suspected of cheating/attempted cheating.

The student can resit the exam in the subsequent semester if he/she fulfills all the compulsory requirements for the course. In such cases, no teacher supervision will be given. If the student retakes the course, the term paper and the drafts prepared in the previous semesters cannot be reused.

### **Examination Support Material**

Not relevant

## **Grading Scale**

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

## **Assessment Semester**

An assessment in KIN302 is offered in the instructional semester. The regular assessment is arranged at the end of the Autumn semester and the retake assessment in the middle of the Spring semester for students with valid compulsory assignments.

## **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.

The reading list will be available by 1 June for the Autumn semester.

## **Course Evaluation**

The course is evaluated in accordance with the quality control system of the University of Bergen.

## **Programme Committee**

The 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**

The 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

## Appendix 4

### KIN303 Topics in Chinese Sociolinguistics

**Course code:** KIN303

**Course title, nynorsk:** Utvalt emne i kinesisk sosiolingvistikk

**Course title, bokmål:** Utvalgt emne i kinesisk sosiolingvistikk

**Course title, English:** Topics in Chinese Sociolinguistics

**Credits:**

10

**Level of Study**

Master

**Full-time/part-time**

Fulltime

**Language**

English and Chinese

**Teaching Semester**

Spring

**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 candidate

- will develop advanced 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 candidate

- can apply theoretical knowledge and methodological skills in interpreting language development and official policies in the context of modern China.
- can critically reflect on the socio-political implications of the causes and goals of language planning and management.
- can analyze and deal critically with various sources of information and use them to structure and formulate scholarly arguments in the field of Chinese sociolinguistics.

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

- can develop a strong multicultural awareness of social status and use of language forms and linguistic devices thus to enhance the proficiency of intercultural communication.
- can apply his/her acquired knowledge and skills to problematize the variation of language from sociolinguistic perspectives.
- can communicate about academic issues, analyses and conclusions in the field of sociology of Chinese language, both with specialists and the general public.

### **Required Previous Knowledge**

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

### **Recommended Previous Knowledge**

None

### **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 main teaching methods are lectures and seminars (and occasional guest lectures): altogether 12 weeks, 24 hours. The main learning activities may include participation in discussion, student-led discussion, group assignment, etc..

The course is taught in English, with considerable analytical examples and texts in Chinese. In the lectures, selected topics in Chinese sociolinguistics such as language politics in character standardization and alphabetization are taught by the instructor. In the seminars, apart from participation in the lectures and seminars, student-led discussions will be conducted. For students to test theory against real-world situations in an interactive way, problem-based study is adopted in which groups are presented with a real-life problem or scenario and students will need to work as a team to investigate potential solutions while identifying what skills or knowledge they need to effectively manage the situation.

## **Compulsory Assignments and Attendance**

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

Compulsory assignments are valid for one semester following the semester of instructions, and all compulsory assignments must be completed in the same semester.

## **Form of Assessment**

Course assessment consists of a four-hour written examination. The exam will be in English and may be digital.

To make the exam align with course objectives (i.e., learning results), exam paper mainly consists of subjective, or open-ended questions that require answers in the form of explanations and argumentations, including basic concept (terminology and definition) explanation, short answer and essay/opinion questions. As these questions (particularly the essay questions) require students to organize and present original answers, they are constructed with an aim to evaluate the student's in-depth understanding of the subject matter and practical ability to solve problems. The students are required to demonstrate their reasoning and analysis skills through critically comparing and contrasting an issue taught during the study.

In addition to comply with the university examination specifications, the principles of setting question include: to include a range and balance of question types; to test a representative sample of the knowledge and skills outcomes covered in any given year, thus to encourage students to prepare for all syllabus outcomes; to allow for appropriate differentiation of student performance at each band on the performance scale, including demonstration of higher order skills; to maintain the consistency of the level of difficulty from year to year; to ensure that no values and attitudes outcomes will be included in the examination.

## **Examination Support Material**

No examination support materials (e.g., dictionaries, teaching notes/handouts, research papers) are allowed to be used during the exam(in case of physical).

## **Grading Scale**

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

### **Assessment Semester**

The exam for KIN303 is offered in the instructional semester. The regular exam is arranged at the end of the Spring semester and the re-take exam in the middle of the Autumn semester for students with valid compulsory assignments.

### **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.

The reading list will be available by 1 December for the Spring semester.

### **Course Evaluation**

The course is evaluated in accordance with the quality control system of the University of Bergen.

### **Programme Committee**

The 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**

The 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.

## **Appendix 5**

### **KIN304 Topics in Chinese Literature, Philosophy, Media, and Art**

**Course code:** KIN304

**Course title, nynorsk:** Emne i kinesisk litteratur, filosofi, media og kunst

**Course title, bokmål:** Emne i kinesisk litteratur, filosofi, media og kunst

**Course title, English:** Topics in Chinese Literature, Philosophy, Media, and Art

#### **Credits**

10

#### **Level of Study**

Master

#### **Full-time/part-time**

Fulltime

#### **Language**

English and Chinese

#### **Teaching Semester**

Spring

#### **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 analyze 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

### **Credit Reduction due to Course Overlap**

None

### **Access to the Course**

The course is open to students enrolled in all Master programmes at the University of Bergen as well as exchange students, with the overall enrollment capped at 8.

### **Teaching and Learning Methods**

The main teaching methods include lectures and seminars (altogether 12 weeks, 24 hours). The students' learning involves preview, group homework, oral presentation, individual research project, etc.

The course is taught in English, with considerable examples of written and audio-visual Chinese material, such as journal and newspaper articles, book excerpts, film clips, and social media posts. The instructor uses innovative pedagogical tools and techniques to enable students to explore the culture of contemporary China and to analyse the Chinese and global views of emerging social, cultural, and political events. The instructor also supervises research projects on an individual basis.

Students are required to prepare for class by reading the literature outlined in the syllabus, fulfilling small assignments at home, and acquiring new vocabulary to understand Chinese written and audio-visual material used in class. Based on this, student-centered approaches such as group assignments or presentations will be organized with an aim to train students' skills in

oral articulation and public speech. Moreover, each student must conduct an individual research project on a self-chosen topic related to the main themes covered in the course. The project must be developed into a full report and submitted for final assessment.

### **Compulsory Assignments and Attendance**

The students must attend at least 75% of the classes. Each student must carry out independent research on a self-chosen, instructor-approved topic, deliver two preliminary oral presentations of the project in class to gain feedback from the instructor and their peers. The final exam is an oral presentation in which each student demonstrates their ability to apply research methods to explore the culture of contemporary China and to analyse the Chinese and global views of emerging social, cultural, and political events.

Compulsory assignments are valid for one semester following the semester of instructions, and all compulsory assignments must be completed in the same semester.

### **Form of Assessment**

Course assessment consists of an oral exam of about 25 minutes and a written report of about 2000 words (excluding bibliography, etc.). The oral exam includes an oral presentation of the individual research project conducted during the course, and a Q-and-A session of about 10 minutes. The topic of the project is chosen by the student and approved/supervised by the instructor on an individual basis, and the content can be an insightful summary or a critical review of a specific topic related to the topics explored in the course. In the presentation, the student must prepare a handout about the main points and use PPT or other digital tools (Prezi, Google Slides, etc.) to facilitate the delivery. The main aspects of assessment are the soundness of the research project, and the students' abilities to present subject contents in a well-thought-out, well organized, concise, and effective manner within prescribed time limit as well as the skills to defend their arguments. The written report, as a detailed elaboration on the research project, must be submitted after the oral exam, and its quality may adjust the final grade for the oral exam up or down by one level on the grading scale.

The student must familiarize themselves with the rules that apply to the use of sources and citations in the written essay. If the rules are violated, the student may be suspected of cheating/attempted cheating.

The student can resit the exam in the subsequent semester if he/she fulfills all the compulsory requirements for the course. In such cases, no teacher supervision will be given.

### **Examination Support Material**

No examination support materials (e.g., dictionaries, teaching notes/handouts, research papers) are allowed to be used during the exam.

### **Grading Scale**

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

### **Assessment Semester**

The assessment for KIN304 is offered in the instructional semester. The regular assessment is arranged at the end of the Spring semester and the reassessment in the middle of the Autumn semester.

### **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.

The reading list will be available by 1 December for the Spring semester.

### **Course Evaluation**

The course is evaluated in accordance with the quality control system of the University of Bergen.

### **Programme Committee**

The 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**

The 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.

## Appendix 6

### **KIN 305 Intercultural Competences**

**Course code:** KIN305

**Course title, nynorsk:** Interkulturell kompetanse

**Course title, bokmål:** Interkulturell kompetanse

**Course title, English:** Intercultural Competences

#### **Credits**

10

#### **Level of Study**

Master

#### **Full-time/part-time**

Full time

#### **Language**

English and Chinese

#### **Teaching Semester**

Spring semester (when resources allow)

#### **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. They refer to skills, knowledge, and attributes that foster mutual understanding and facilitate successful collaboration between people from ethnically and culturally different backgrounds.

In the seminars, students gain advanced knowledge on diverse aspects of Chinese culture and social relations and analyze them in relation to 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?

By intensively engaging with Chinese language sources and adopting a comparative perspective, students will learn how their own experiences and social realities relate to those of their Chinese peers and beyond. The course uses pedagogical approaches, methods and techniques that encourage students to become actively involved in discovery, challenge, reflection and co-operation. Students are required to carry out independent research on a self-chosen topic within the overall course framework, prepare an oral presentation of their project in class to engage in discussions with their peers. The final exam is a written term paper of 2,500 words in which students demonstrate their ability to apply appropriate research methods to collect and analyse data, communicate their newly acquired and advanced knowledge about their topic, and critically reflect on their findings in relation to extant literature.

### **Learning Outcomes**

Knowledge: On successful completion of this course, the students

- will have developed a thorough understanding of a variety of socio-political aspects of China and the broader Sinophonic world in Greater China and advanced knowledge about the

dynamic interaction between social-political changes in Greater China over the course of the 20<sup>th</sup> and 21<sup>st</sup> century.

- Will be able to compare similarities and differences in Chinese and Norwegian culture and society, and analyze how for example political and societal structures affect social relations and behavior differently in China and Norway.

Skill: On successful completion of this course, the students

- will be able to analyze and deal critically with different academic and non-academic sources of information and use them to see similarities and differences between Chinese and Norwegians in a non-judgmental manner and take the perspective of the other in order to see themselves as others see them.
- Will be able to reflect on and be engaged in a conscious comparison of their own values and attitudes with Chinese ones, in order to better realise how they construct the other.
- will be able to explain the practices, the values and the beliefs that many people in Greater China and the Sinosphere share, and over which they are divided, and reflect back on themselves and so question their own practices, values, and beliefs.

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

- will have developed a strong awareness of the impact of political socialization on social behavior 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

## **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. It is also open for third-year students from the Bachelor programme in Chinese Studies.

## **Teaching and Learning Methods**

This course is taught in English. The main teaching methods are seminars: altogether 12 weeks, 24 hours. The instructor uses pedagogical approaches, methods and techniques that encourage students to become actively involved in discovery, challenge, reflection and co-operation. The main learning activities may include translations, (social) media analyses, group reading and reflective discussions, intercultural encounters, excursions, groups assignments, peer feedback, oral presentations, excursions, etc..

The course builds on a syllabus that is published before the beginning of the semester and contains a list of academic publications and additional written and audio-visual sources on a variety of topics. For each class, students are required to prepare the compulsory material and carry out additional small assignments at home, in order to be able to actively engage in lively discussions in class. These can encompass writing a response paper, preparing a translation, conducting an interview or searching additional material. To improve students' Chinese proficiency and help them gain insights into public discourses in China, Hong Kong, Taiwan, and overseas communities, the course integrates a variety of Chinese language sources. Students are expected to familiarize themselves with the new vocabulary and prepare the content for class. To overcome remaining difficulties in linguistic understanding and contextualize information, the material will be discussed and evaluated in class.

Each student chooses one of the topics on the syllabus to conduct a limited research project independently. The topic must be approached from a comparative perspective juxtaposing Chinese and Norwegian (or other) social realities, values, or beliefs. The student must deliver an

oral presentation in class, presenting the gathered information, reflecting about preliminary findings, and preparing relevant questions to encourage and moderate a lively debate among the participants in class. The student is also expected to provide feedback to his/her peers and actively engage in the debates during class. The oral presentation serves as the basis for a written term paper of 2500 words to be submitted no later than one month after the last class.

### **Compulsory Assignments and Attendance**

The student must attend at least 75% of the classes. Students must develop and carry out independent research on a self-chosen topic, prepare an oral presentation in class, and accomplish other small exercises at home as outlined in the syllabus.

Compulsory assignments are valid for one semester following the semester of instructions, and all compulsory assignments must be completed in the same semester.

### **Form of Assessment**

The final exam is a written term paper of 2500 words in which the student demonstrates his/her ability to apply research methods to collect and analyse data, communicate their newly acquired and advanced knowledge about their self-chosen topic within the overall course framework, and critically reflect similarities and differences in practices, values, and beliefs between Chinese and Norwegian (or other) societies and cultures.

The term paper must be written in English, and follow the conventions of academic writing. The descriptive adequacy and explanatory adequacy of the paper will be the key aspects for assessment.

The student must familiarize himself/herself with the rules that apply to the use of sources and citations. If the rules are violated, the student may be suspected of cheating/attempted cheating.

The student can resit the exam in the subsequent semester if he/she fulfills all the compulsory requirements for the course. In such cases, no teacher supervision will be given. If the student retakes the course, the term paper and the drafts prepared in the previous semesters cannot be reused.

## **Examination Support Material**

Not relevant

## **Grading Scale**

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

## **Assessment Semester**

An assessment in KIN305 is offered in the instructional semester. The regular assessment is arranged at the end of the Spring semester and the retake assessment in the middle of the Autumn semester for students with valid compulsory assignments.

## **Reading List**

The reading list will be available by 1 December for the Spring semester.

## **Course Evaluation**

The course is evaluated in accordance with the quality control system of the University of Bergen.

## **Programme Committee**

The 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**

The 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.

## Appendix 7

### KIN306 Independent Study

**Course code:** KIN306

**Course title, nynorsk:** Selvvalgt emne

**Course title, bokmål:** Selvvalgt emne

**Course title, English:** Independent Study

#### **Credits**

10

#### **Level of Study**

Master

#### **Full-time/part-time**

Full time

#### **Language**

English and Chinese

#### **Teaching Semester**

Spring semester

#### **Objectives and Content**

The course involves an independent research project on a self-chosen topic in the broad field of Chinese Studies. An independent study provides students with the opportunity to work one-on-one with a faculty member on a particular topic or creative project. Often the idea for an

independent study arises in a course. For example, in a seminar on applied linguistics, a student may develop an interest in the heritage language education, and ask the instructor to supervise an independent study focused exclusively on this topic during the next semester. Students may also develop creative projects in areas related to Chinese language, literature or society. Students must apply to take the course, and find a supervisor for the independent study. The supervisor should be preferably an academic employee at a Norwegian or Chinese higher education institute. The course must be first discussed with and approved by the UiB Chinese faculty.

Generally, when the course is finished, the student is expected to know how to formulate a research question, search for, read and understand scientific literature, account for and discuss scientific literature within a limited area, in an independent and critical matter, demonstrate advanced knowledge within the chosen field, write in an academic genre, with a clear delimitation and research question, with a scientific reference work, and with an understanding of how to reference and cite other scientists' work as opposed to own opinions and conclusions.

### **Learning Outcomes**

At the end of the course, the student must have the following learning outcomes defined in knowledge, skills and general competence:

Knowledge: the students

- will have advanced knowledge of a self-chosen area in the broad field of Chinese Studies.
- will have good knowledge of theories and methods in the field.

Skill: the students

- will be able to use the knowledge from the field in independent investigations of a specific research topic.
- will be able to use professionally relevant methods and commonly used digital tools.
- Work independently with scientific research.

General Competence: the students

- will be able to reason on subject-relevant ethical issues.
- will be able to present and discuss research material clearly and comprehensively.
- will be able to acquire new knowledge at an advanced academic level.

### **Required Previous Knowledge**

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

### **Recommended Previous Knowledge**

None

### **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.

### **Learning Methods**

This is basically a project to be completed by independent study. There will be up to six hours of guidance from the supervisor. Students and the supervisor investigate whether it is possible to link the study to research seminars, courses, etc. locally or other places that will improve the learning outcome.

### **Compulsory Assignments**

It is mandatory to submit and have the reading list/syllabus approved before the deadline. The draft of the term paper must be approved as well. The student is responsible for finding a supervisor at the Faculty of Humanities, and must submit a short course description that contains: a title, a research question, and a syllabus of 800 - 1000 pages that the student has not been examined in previously. The supervisor will approve of the course description and sign the

application form for an independent study course. The application and attachments must be submitted to the Department of Foreign Languages for approval before 1 March in the Spring semester.

### **Form of Assessment**

A term paper of approximately 3,000-3,500 words (not including appendices, footnotes and the reference list/bibliography) developed from the self-study project shall be submitted for assessment. The term paper must be written in English, and follow the conventions of academic writing. The descriptive adequacy and explanatory adequacy of the paper will be the key aspects for assessment.

The student should familiarize him/herself with the rules that apply to the use of sources and citations. If the rules are violated, the student may be suspected of cheating/attempted cheating.

The term paper is assessed in the independent study semester only. No retake assessment is arranged.

### **Examination Support Material**

Not relevant

### **Grading Scale**

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

### **Assessment Semester**

An assessment is arranged at the end of the Spring semester. The deadline for submission of the final term paper is no later than 1 June. No retake assessment is arranged in the subsequent semester(s).

### **Reading List**

An individual reading list/syllabus is drawn up in consultation with the supervisor. The syllabus should contain reading materials of about 800 to 1000 pages of normal difficulty. The syllabus

must not overlap with the curriculum from other courses that the student has taken previously. The syllabus must be approved by the Department of Foreign Languages.

### **Course Evaluation**

The course is evaluated in accordance with the quality control system of the University of Bergen.

### **Programme Committee**

The 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**

The 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.

## Appendix 8

### Links to recommended elective courses offered by other Departments

#### **LING311 Metode for språklege mastergrader**

<https://www.uib.no/emne/LING311>

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.

The Chinese Programme Board recommends this course to those Master students who wish to obtain more methodological training in doing language studies.

## **Appendix 9**

**KIN 350**

### **Master Thesis**

#### **ECTS Credits**

60

#### **Level of Study**

Master

#### **Teaching Semester**

Spring and Autumn

#### **Place of Instruction**

Bergen

#### **Objectives and Content**

The master thesis constitutes the most important part of the Master degree, and should normally be written in the course of two semesters of intensive work. The aim of the master thesis is to enable the student to develop deeper knowledge, understanding, capabilities and attitudes in the field of Chinese Studies. The topic of the thesis may in principle be chosen freely, following discussion with a supervisor, but will in practice be restricted by the capacity of the Chinese faculty to supervise the thesis. The topic and research questions should be connected to one of the main disciplines within the field of Chinese Studies. Using appropriate theoretical and methodological perspectives in Chinese Studies to address specific research questions is expected. The master thesis must be written in English and comprise 70-110 pages (the total word count of the thesis must be between 25 000 and 40 000 words.).

#### **Learning Outcomes**

Upon successful completion of the Master's thesis:

## Knowledge

The student:

- 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 knowledge of central problems and methodologies in the selected discipline.

## Skills

The student:

- 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 student:

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

### **Required Previous Knowledge**

Bachelor degree with specialization in Chinese Studies, or the equivalent. Before starting work on the Master thesis, it is required that the student has achieved 60 credits in Master courses in Chinese Studies.

### **Recommended Previous Knowledge**

No

### **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. There is no teaching in these two semesters, and the student will do research work mainly based on independent study, with full supervision from the supervisor(s).

### **Compulsory Assignments and Attendance**

Students are advised to choose a topic for their Master's 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's thesis, supervision will be reduced.

### **Forms of Assessment**

The Master thesis is a thorough analysis of a self-chosen topic in the field of Chinese Studies. It shall be written in English, and should comprise 70- 110 pages (the total word count of the thesis must be between 25 000 and 40 000 words.).

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

The final examination for the Master degree (i.e. the Master thesis and subsequent oral examination) can be carried out at the beginning and end of each semester. Deadlines for submission of the thesis are 1 February and 15 May in the Spring semester, and 1 September and 20 November in the Autumn semester. Both internal and external examiners will be involved to evaluate the adequacy, soundness and accuracy in multiple aspects such as research questions, research methods, argumentation, organization, language, etc..

The subject for discussion at the oral defense is the student's Master thesis. Following the oral defense, the final grade for the Master's 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 KIN350 is offered in the Spring and Autumn semesters. Deadlines for submission of the thesis are 1 February and 15 May in the Spring semester, and 1 September and 20 November in the Autumn semester.

### **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.

## Appendix 10

### Chinese Institutions Having 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.

## Appendix 11

### Tabell 1: Studenter og ansatte

Tabellen skal gi informasjon om studiets størrelse i forhold til fakultetets øvrige studietilbud. Oppgi tall fra siste mulige tellingstidspunkt ("X") og sett dette inn i tabelloverskriftsraden (dvs. erstatt X'ene med årstall).

Enheter og program	Registrerte studenter 2021(vår)	Opptatte studenter i 2021	Kandidater i 2020	Vitenskapelige årsverk 2020
Ved fakultetet totalt	3700	Ca. 1400	470	450
Ved instituttet for det omsøkte studiet	Ca. 930	Ca. 425*	121	80**
Ved det omsøkte studiet				3,5

#### Kommentar:

The numbers listed for "Ved fakultetet totalt" are from this web site:

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

\* Does not include the department's continuing education students.

\*\* Includes permanent academic positions (incl. teaching positions) as well as phd/post docs.

## 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

**Tabell 2: Forventet antall studenter ved studiet**

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

<b>Antall studenter ved det omsøkte studiet</b>	<b>Studenter totalt første studieår</b>	<b>Studenter totalt ved full drift</b>
Antall fulltidsstudenter	5	5
Antall deltidsstudenter		
Antall nettstudenter	0	0
<u>Kommentar:</u> <p>The proposed Master Programme in Chinese will offer five study places every other year (admission in 2022, 2024 etc). This means that one cohort of five students will finish the entire programme before the next cohort of five start the programme. The programme is a full-time study programme, but it is also possible to take the program part-time (as is the case for most MA-programmes at The Faculty of Humanities). We will not advertise specific part time study places and have therefore left the field blank in this table. If there are part time students, they will be amongst the five enrolled students.</p>		

## Appendix 14

### 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.

## Appendix 15

### Tilgjengelige ressurser for Kenisisk program

Fag: Kinesisk 2020-2021

Stillinger - antall	Timer per semester per ansatt	Timer per år alle	Anmerkning
Professor < 60 -1	390 x 1	780	
Professor > 60			
Professor > 62			
Førsteam. < 60 - 1	390 x 2	1560	
Førsteam. > 60			
Førsteam. > 62			
Univ.lektor < 60 - 1	636	636	
Samlet undervisningsressurs per år		2976	
Fratrekk for forskningstermin (1/7 av prof/am)		-334	
Fratrekk for fagkoordinering 160 x 2		-320	
<b>Totalt tilgjengelige ressurser</b>		<b>2322</b>	
Brukt undervisningsressurs, total fra Excel-skjema Minus ekstern sensor (278 timer)		2182	
<b>Negativ eller positiv balanse</b>		<b>+ 140</b>	
<b>Fagkoordinering utgjør</b>			<b>320</b>
<b>Status undervisningsregnskap per 31.12.2020 +90 timer</b>			

Leders kommentar:

Det har vært en økning i studenttall fra forrige år. Rettefaktorene på oppgaver er justert til det vi gjennomgikk våren 2021 og samlet retterressurs er derfor noe lavere enn forrige år.

Totalt brukt undervisningsressurser i studieåret 2020-2021 = 2460, men om man trekker fra sensor to er det brukt 2182 timer og faget har 140 timer til rådighet for masterprogrammet. I et par år fremover har faget også en postdoktor med 25% undervisningsplikt. Etter dette bør faget få en 20 % bistilling som avlastning for fagkoordinatorvervet. Det vil utgjøre 340 timer i året og da vil regnestykket gå opp. Det er mulig IF må legge ved en bekreftelse på at vi kan gjøre det slik når vi sender inn søknaden.

Faget trenger ca. 400 timer per år for å gi undervisning til 5 masterstudenter (opptak annet hvert år)

Master år 1: Undervisning (eksempel: 4 emner á 15 stp., 2 timer (faktor 4)/uke x 12 timer på hvert kurs) = 96 timer x 4 kurs = 384 timer + eksamen (eksempel: semesteroppgave 2 timer per student = 10 timer) = **394 timer**

Master år 2: Veiledning og eksamen 5 studenter = **360 timer**

Veiledning: 15 timer semester (faktor 2) = 60 timer per kandidat x 5 = 300 timer Eksamen: 12 timer per kandidat (10 for oppgaven og 2 for muntlig) = 60 timer



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# 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.

Bildet på forsiden er et utsnitt av «Five fingers peak» Quartzite sandstone Huangshizhai Zhongjijie Wulingyuan Hunan, China. Panorama 2012.»

## INNSATSOMRÅDER FOR KOMPETANSEBYGGING OG SAMARBEID MED KINA, 2018–2022

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

DELMÅL	HOVEDAKTIVITETER	ANSVARLIG
<b>DELMÅL 1:</b> 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 såkornmidler 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
<b>DELMÅL 2:</b> 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
<b>DELMÅL 3:</b> 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
<b>DELMÅL 1:</b> 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 Konfutses Institutt. <sup>1</sup> Styrke alumniarbeidet blant kinesiske studenter ved UiB i samarbeid med næringslivet. Vurdere å gjøre utvalgte informasjonsressurser tilgjengelig på kinesisk.	Viserektor for utdanning, universitetsdirektor, dekanat
<b>DELMÅL 2:</b> 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
<b>DELMÅL 3:</b> 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
<b>DELMÅL 1:</b> 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
<b>DELMÅL 2:</b> 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
<b>DELMÅL 3:</b> 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
<b>DELMÅL 1:</b> 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
<b>DELMÅL 2:</b> 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

<sup>1</sup> 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 auton



# 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.

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- 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.*

# Tilbakemelding til fakultetsstyret (møte 15.06.21)

1. Forslaget legg opp til eit breitt program, som vil inkludera perspektiv både på språk, litteratur og kultur og samfunn. Fakultetsstyret etterlyste ei tydelegare spissing av profilen til programmet og ein klarare samanheng mellom fagleg profil, utvalet av emne og læringsutbytte til programmet. I så måte etterlyste fakultetsstyret ei klargjering av korleis dette programmet plasserer seg i høve til tilsvarande program i Noreg og Norden og kva dei komparative fortrinna til eit program i Bergen er. Det må tydeleggjerast korleis og i kva grad dei faglege ressursane i fagmiljøet bidrar i programmet og det må argumenterast klarare og meir overtydande for at dei faste faglege ressursane er tilstrekkelege for å drifta eit masterprogram, som samtidig kan halda ein så høg kvalitet som ønskjeleg.

## *Kommentar/tilbakemelding frå instituttet*

Institutt for framandspråk er ikkje ein språkskule, og underviser heller ikkje kun i språk/lingvistikk. Alle programma har emne i språk/lingvistikk og litteratur og fleire av våre program har emne i historie og/eller kulturkunnskap. Vi har i møte med dekanatet tidlegare møtt forståing for at vi ønskjer å utvide sen språklege profilen til både japansk og kinesisk, og lyste derfor ut dei siste stillingane innan kinesisk/japanskstudium. Bredde/tverrfaglegheit er derfor noko vi ønskjer i våre program. Studentane på kinesisk begynner på programmet utan forkunnskapar i kinesisk og det er dermed ikkje mogleg å ha eit stort fokus på litteratur og kulturkunnskap(historie i BA-programmet. Derfor har vi inkludert emne som strekk seg utover det reint språklege i masterprogrammet.

Når det gjeld samanlikning med andre program i Noreg og Norden, så har fagmiljøet gjort ein grundig gjennomgang og vi skal og gjere greie for den i neste runde.

Vi ser at søknaden burde vore meir koherent når det gjeld fagleg profil, emne og læringsutbytte og dette skal vi jobbe med å få til. Vi har allereie avtalt eit møte med fagmiljøet i neste veke for å diskutere tilbakemeldingane og det vidare arbeidet med søknaden.

Når det gjeld ressursburs så skal vi lage ein meir detaljert oversikt før innsending av endeleg søknad.

2. Det er utfordringar knytt til dei emna som skal inngå i programmet. Det bør inn valemne som faktisk gjev studentane språktrening (det er ikkje tilfellet med valemnet frå juss). Det bør vurderast om ein skal inngå i institusjonelt samarbeid med andre miljø som tilbyr masterprogram i kinesisk for å sikra ein god emneportefølje i programmet.

## *Kommentar/tilbakemelding frå instituttet*

Kva er grunngevinga for at valemne bør/må gje studentane språktrening? Det fins fleire program ved IF og HF som har det som valfritt å ta inn emne frå andre institutt/fakultet, då alltid etter grunna søknad til fagmiljøet. Her kan det vere andre emne ved andre inst/fak som er nyttige for vidare arbeid med studenten sitt tema for masteroppgåva. Dette er og eit tiltak som vil auke tverrfaglegheita i programmet, og er modellert etter innspel vi fekk i HF2018-prosessen. Der var det mange språklege emne som måtte vike for fellesemne på tvers av program, emne som no er i drift i fleire av IF sine BA-program.

IF-fellesemne: SEK100 og LITTIF200

Andre MA-program med valemne: MAHF-ITAL, MAHF-RUSS, MAHF-GRE, MAHF-LAT, MAHF-DIKUL etc. (eit utval)

Fagmiljøet i kinesisk er i gang med å utvikle eit valemne til i KIN som ikkje var del av første utkast av studieplan - dette blir eit emne bygd opp med stor grad av sjølvstudium (student vel tema, leverer pensumliste, får rettleiing frå fagperson, men emnet har ikkje nødvendigvis mykje undervisning knytt til seg). Dette emnet kan inn som valemne for studentar, men det er fortsatt eit ønskje å kunne vise til andre relevante emne på UiB som studentane kan ta som del av MAHF-KIN. Dette skaper og eit litt meir fleksibelt studieprogram, og gjer studentane høve til å sjølv ha litt å seie på emnekombinasjon fram mot ei masteroppgåve.

*Kommentar/tilbakemelding frå instituttet*

3) Det vert lagt opp til kull på fem studentar med opptak annakvart år. Dette er små kull, og kan verta eit problem med tanke på «kritisk masse» på dei ulike emna i programmet.

Inntrykket til instituttet etter møte med fakultetet har vore at ressursituasjonen er noko fakultetet er bekymra for. Opptak på fem studentar annankvart år har vore eit forsøk på å imøtekomme dette, og vi kan sjølvstendig diskutere opptak kvart år. Dette er og støtta av tilbakemelding vi har fått frå fakultetet om at det ikkje er så mange ledige masterplassar "å ta av." Dersom dette er endra, vil vi gjerne få beskjed om det. Viser til møte 15. april med fakultetet (oppfølging etter dialogmøtet).

Vi lurar og på kven som definerer "kritisk masse"? Det er fleire masterprogram ved IF og HF som tar opp fem studentar (eller mindre), utan at det har noko vidare konsekvens? Emne på fem studentar vil vere gode til bruk at studentaktive læringsformer og kan skape gode diskusjonar og sjølvstendige kandidatar.

Dette er eit nytt program - noko av tanken bak eit "lite" opptak på fem studentar (og opptak annakvart år) er for å sjå interessa og pågangen for programmet. Kor mange søker, kven søker, kva studentar treff vi med denne profilen? Her er det mogleg å auke opp ved kapasitet og behov. I tillegg, så er det noko som talar for å gå gjennom programmet ein gang med eitt kull, for så å ta ein evalueringsprosess kjapt etter oppstart av program. Dette er og noko redesignmodellen for utvikling av studieprogram, tatt i bruk ved UiB, legg opp til. Sjå gjerne til steg 8 i modellen under, der evaluering og vidareutvikling er eit eige steg. I tilfellet til MAHF-KIN, så kan ein ta ei større evaluering av programmet i løpet av første studieår, når studentar har vore gjennom kursdelen. Her er det då mogleg å setje i gang forbetring eller endringstiltak som kan iverksetjast før neste kull blir tatt opp, og utan å måtte tenkje på overgangsordningar etc.

Vi forstår at tilbakemeldingane i e-posten er frå fakultetsstyret og ikkje nødvendigvis fakultetet, og at desse tilbakemeldingane/avklaringane kanskje ikkje når personane i fakultetsstyret. Fleire av punkta i tilbakemeldinga frå fakultetsstyret og i tilbakemeldingane frå instituttet er jo noko som med fordel kunne vore diskutert i fakultetsstyret. IF vil derfor foreslå at fakultetet ser litt på korleis dette kan vere mogleg å få til i framtida. Sidan fakultetsstyret vedtar oppretting/nedlegging av studieprogram, så er det gjerne ein fordel å leggje opp til at fagmiljøa som er ansvarlege for studieprogram som skal opprettast får høve til å møte i fakultetsstyret for å orientere/diskutere oppretting av eige program.

## (Re)designmodell for utvikling av studieprogram

