



Arkivsaksnr.: 2021/16570 Dokumentdato: 28.08.2022

Styre:
Fakultetsstyret ved Det humanistiske fakultet

Styresak:
41/22

Møtedato:
06.09.2022

Søknad om oppretting av masterprogram i japansk

Dokument i saken:

- Brev fra IF datert 13.10.21 med informasjon om søknadsplaner og statusoppdatering fra fagmiljøet.
- Svar fra fakultetet i brev datert 23.5.22.
- Brev fra IF datert 21.6.22 med vedlagt forslag til fordeling av studieplasser.
- Søknad om oppretting av masterprogram i japansk 29.08.22.

Bakgrunn

Institutt for fremmedspråk (IF) orienterte i studiekvalitetsmeldingene for 2020 og 2021 om ønsket om å opprette et masterprogram i japansk. Dette ble videreformidlet i fakultetets studiekvalitetsmeldinger til studieavdelingen.

I oktober 2021 informerte IF fakultetet om søknadsplaner og ga en oppdatering av status i saken. Første utkast til søknad om oppretting ble sendt fakultetet i brev av 29.4.22. Fakultetet meldte 23.05.22 tilbake til IF at:

Det humanistiske fakultet har drøftet søknaden og kan informere om fakultetet støtter søknaden under forutsetning av at programmet kan gjennomføres innenfor rammen av fagmiljøets faste ressurser. I tillegg bes instituttet klargjøre hvor studieplassene til dette programmet skal hentes fra.

Fakultetet støtter søknaden, men ser samtidig et masterprogram i japansk i lys av pågående drøftinger av den samlede studieprogramporteføljen ved fakultetet.

I brev av 21.06.22 svarte IF at:

[...] programmet gjennomføres innenfor rammen av fagmiljøets faste ressurser. Søknaden fikk sin formelle forankring ved instituttet gjennom vedtak i Instituttrådet ved IF 25. mai, og UUI er orientert fortløpende om arbeidet med søknaden.

Instituttet bekreftet i samme brev at:

IF er innforstått med at de 5 foreslåtte studieplassene på det nye masterprogrammet i japansk må hentes innenfor instituttets ordinære ramme i masteropptaket.

Vedlagt brevet er også et forslag fra IF til omfordeling av studieplassene på masterprogrammene ved instituttet.

Søknaden

Fagmiljøet i japansk har planlagt et studieprogram med en kombinasjon av emner i språk/lingvistik, semantikk og oversettelse, historie og historiografi. Instituttet har inngått avtaler med andre miljø på HF for å avklare om fremtidige masterstudenter på japansk kan ta emner ved andre institutt som valgemne i programmet. Institutt for lingvistiske, litterære og estetiske studium (LLE) og Institutt for arkeologi, historie, kultur- og religionsvitenskap (AHKR) har bekreftet at de kan ta imot inntil fem studenter på henholdsvis LING313 Metode for språklege mastergrader og HIS303 Forskningsproblem og kjeldearbeid.

Masterprogrammet er lagt opp som et fulltidsstudium over to år der studentene tar 60 studiepoeng i emner i japansk, inkludert 15 studiepoeng valgfritt emne, og en masteroppgave på 60 studiepoeng. Se søknad og studieplan for nærmere informasjon.

Ressurser

Fagmiljøet består av tre faste stillinger og IF har opplyst at programmet skal gjennomføres innenfor rammen av fagmiljøets faste ressurser.

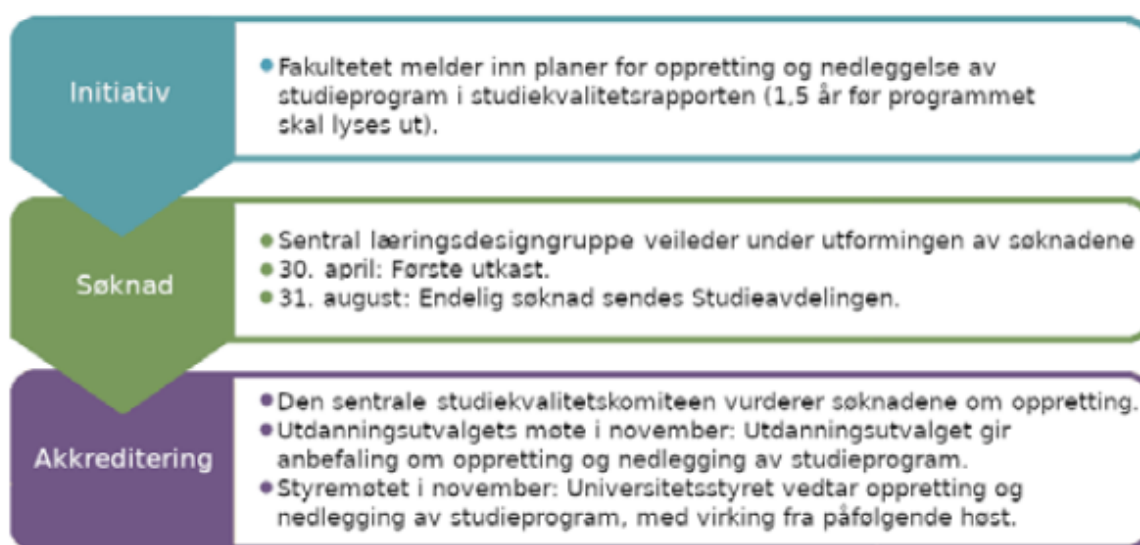
Studieplasser

Instituttet har planlagt for opptak av fem studenter annethvert år med første opptak høsten 2023. Se plan for intern omfordeling av studieplassene på masterprogrammene ved instituttet.

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

Proessen for søknad om oppretting av masterprogram i japansk er i tråd med UiB sin mal:

Initiativ: Instituttet sin plan for programmet ble innmeldt i rett tid og på korrekt måte.

Søknad: Søknad med studieplan er utarbeidet i UiB sin mal. Det første søknadsutkastet ble sendt til den sentrale læringsdesigngruppen ved UiB læringslab innen fristen 30. april. Fagmiljøet fikk tilbakemeldinger som er tatt hensyn til i arbeidet underveis. I utarbeidelsen av studieplan og søknad har også fakultetet vært koblet på og har gitt sine kommentarer og tilbakemeldinger.

Akkreditering: Dersom fakultetsstyret anbefaler oppretting av programmet, vil søknaden bli oversendt studieavdelingen for behandling i UiBs sentrale studiekvalitetskomité. Frist for innsending av søknad er 30. august. Fakultetet har bedt om utvidet frist pga. behandling i fakultetsstyret 6. september. Dersom studiekvalitetskomitéen godkjenner søknaden går den videre til utdanningsutvalget (UU) som behandler søknaden, trolig i møte 6. oktober. Dersom UU anbefaler oppretting av programmet går søknaden til universitetsstyret som gjør endelig vedtak om oppretting, trolig i møte 24. november.

Ifølge retningslinjer for eksterne fagfeller ved Universitetet i Bergen, vedlegg 1 i systembeskrivelsen til kvalitetssystemet, skal hvert studieprogram ved UiB ha en eller flere eksterne fagfeller. Ekstern fagfelle kan bli bedt om å bidra i UiB sin studiekvalitetskomité når vedkommende fagmiljø søker om oppretting av nye studietilbud. Det er også anledning til å gi oppdraget som ekstern fagfelle i studiekvalitetskomiteen til en annen, og det blir gjort i dette tilfellet. Professor Reiko Abe Auestad fra Universitetet i Oslo skal ha denne oppgaven. Oppdraget som ekstern fagfelle i studiekvalitetskomitéen innebærer å vurdere søknaden i forhold til gjeldende forskrifter før første komitéen som skal vurderer søknaden har sitt første møte 14. september 2022.

Forslag til vedtak:

Fakultetsstyret ved Det humanistiske fakultet anbefaler søknad om oppretting av masterprogram i japansk.

Camilla Brautaset
dekan

Kim Ove Hommen
fakultetsdirektør



Det humanistiske fakultet

Referanse

2021/16570-HAMI

Dato

13.10.2021

Oppstartsbrev - søknad om oppretting av MAHF-JAP

Vi viser til studiekvalitetsmeldinga frå Institutt for framandspråk, levert inn i mars 2021 (sjå dnr 5 i 21/1116). I studiekvalitetsmeldinga for 2020 orienterte instituttet om planar for søknad om oppretting av masterprogram i japansk. Instituttet vil med dette orientere fakultetet om at arbeidet med søknaden er i gang, og at instituttet planlegg å levere inn søknad om oppretting av masterprogram til neste frist, 31. august 2022.

Sjå vedlegg for søknadsplanar og statusoppdatering frå fagmiljøet.

Føremålet med brevet er å orientere om framdriftsplan for arbeidet og å kople på fakultetet tidleg i prosessen. Instituttet vil gjerne lage ein framdriftsplan som tar omsyn til både styrer/organ som skal involverast i prosessen, men og til arbeidsmengda ved både institutt og fakultet. Ein god plan vil forhåpentlegvis sikre at både prosess og fristar er klare for alle involverte. Instituttet ønskjer tilbakemelding på studie- og emneplan(ar) undervegs, dersom det er mogleg. Instituttet vil gjerne orientere både studiestyret og fakultetsstyret om planane på eit tidleg stadium, slik at avklaringar/diskusjonar kan takast i god tid før søknadsfristen 31. august 2022.

Forslag til framgangsmåte/tidsplan

- Innan utgangen av 2021: instituttet sender over eit første utkast til studieplan til fakultetet og får kommentarar frå studieseksjonen på fakultetet
- Innan februar 2022: søknaden blir lagt fram som orienteringssak for studiestyret, dersom det er plass til saka på sakslista
- Innan april 2022: søknaden blir lagt fram som orienteringssak for fakultetsstyret, dersom det er plass på sakslista
- 30. april 2022: heile søknaden blir sendt til UiB Læringslab og fakultetet

Dersom mogleg så vil instituttet gjerne at saka skal opp som vedtakssak i fakultetsstyret før sommaren 2022. Då har det enno tid til å revidere søknad/avklare spørsmål som måtte komme i god tid før søknadsfristen til UiB 31. august 2022. Omfanget av orienteringssakene kan avklarast på seinare tidspunkt.

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

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55582298

Venleg helsing

Kevin McCafferty
fungerande instituttleiar

Hanne Svanholm Misje
fungerande studieleiar

Vedlegg:
Søknadsplanar - frå fagmiljøet i japansk

Søknadsplaner, Masterprogram i japansk

Til humanistisk fakultet

Vi ved japanskfaget ved institutt for fremmedspråk ser oss klare til å begynne prosessen med å søke om opprettelse av et masterprogram innen japansk. Vi er 3 faste vitenskapelig ansatte ved faget, og har dermed kapasitet til å drive et MA-program ved siden av den etablerte BA-graden, i første omgang med MA-oppstart annethvert år. Faget har i mange år hatt svært høye søkertall, og vi har observert at interessen for master hele tiden har vært til stede i studentkullene. UiO, som er det eneste universitetet i Norge med med fullt studieløp i japansk opp til PhD, har også langt flere søkere enn plasser pr i dag.

Ved utviklingen av et Masterprogram tar vi hensyn til og balanserer mellom en rekke faktorer, som eksisterende kompetanse ved faget (vi er to lingvister og én historiker), ønsker fra studentgruppene, nasjonal rolle, overordnet faglig profil, arbeidsrelevans, samt begrensninger i ressursene vi har til rådighet. Vår plan er å gjøre «oversettelse» til rød tråd gjennom hele studieløpet, både som teoretisk kunnskapsområde og som praksisfelt. Det betyr at språklige ferdigheter i japansk ved siden av kontrastive innsikter innen språk og kultur vies særlig oppmerksomhet i våre emner og programmer.

Vi ønsker å holde fakultetet informert om prosessen fremover, og opplyser derfor allerede nå om våre planer: Første steg i arbeidet er å lage utkast til studieplan og emnebeskrivelser som inngår i MA-programmet. Dette arbeidet er i gang, og oversikt over planlagt MA-program følger nederst. Neste steg er å arbeide med søknadsteksten samt å ha møter med Læringslabben der vi kan få veiledning om hvordan vi best kan lage et pedagogisk solid program. Dette ønsker vi å få til i løpet av høstsemesteret. Vi planlegger også å opprette en workshop med studenter i høst der vi lytter til deres ønsker og innspill, samt får dem til å samle diverse data i studentgruppene. Frist for å levere førsteutkast av søknaden er 30. april 2022, og endelig frist er august 2022. Dersom alt går etter planen, vil det derfor være mulig med oppstart høsten 2023.

Vi blir gjerne med på et møte med fakultetet om disse planene dersom det er ønskelig.

Hilsen fagmiljøet ved japansk
v/ Benedicte Irgens

4. oktober 2021

Planlagt studieløp

*Vi er i kontakt med de aktuelle fagmiljøene ved LLE og AHKR når det gjelder muligheter for å inkorporere disse tre emnene i graden vår.

MA i japansk – oppbygning:

1. semester, høst	JAP301 10 stp Anvendt lingvistikk og japansk (norsk)	JAP302 10 stp Readings in Modern Japanese History and Historiography (engelsk)	JAP303 10 stp Japanese semantics and pragmatics (japansk/engelsk)
2. semester, vår	JAP304 15 poeng Masterseminar/Metodologi Innenfor Japan-studier (særlig innen lingvistikk og historie)	*LING311 Metode for språklege mastergrader 10 poeng og *DASP307 Språkvitskapleg skrijving for master- og PhD-studenter 5 poeng eller *HIS303 Forskingsproblem og kjeldearbeid 15 poeng	
3. semester, høst	Masteroppgave (veiledet)	Feltarbeid/utveksling mulig	
4. semester, vår	Masteroppgave 60 poeng		



Institutt for fremmedspråk

Referanse

2021/16570-INGHA

Dato

23.05.2022

Svar på søknad om oppretting av MAHF-JAP

Vi viser til første utkast av søknad om oppretting av masterprogram i japansk fra Institutt for fremmedspråk (IF) datert 29.4.22 samt tidligere korrespondanse i sak 2021/16570.

Det humanistiske fakultet har drøftet søknaden og kan informere om fakultetet støtter søknaden under forutsetning av at programmet kan gjennomføres innenfor rammen av fagmiljøets faste ressurser. I tillegg bes instituttet klargjøre hvor studieplassene til dette programmet skal hentes fra.

Fakultetet støtter søknaden, men ser samtidig et masterprogram i japansk i lys av pågående drøftinger av den samlede studieprogramporteføljen ved fakultetet.

Vennlig hilsen

Svein Ivar Angell
visedekan

Inger Marie Hatløy
fungerende seksjonssjef

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



Det humanistiske fakultet

Referanse

2021/16570-SISTA

Dato

21.06.2022

Tilbakemelding fra IF - fordeling av studieplasser ifm. søknad om oppretting av MAHF-JAP

Vi viser til brev fra fakultetet, datert 23.05.2022, samt tidligere korrespondanse i denne saken.

Ved institutt for fremmedspråk er vi svært glade for at fakultetet støtter søknaden om oppretting av et nytt masterprogram i japansk fra og med høsten 2023. Som det kommer frem av innsendt førsteutkast, og som instituttleder har presisert i møte med fakultetsledelsen, kan programmet gjennomføres innenfor rammen av fagmiljøets faste ressurser. Søknaden fikk sin formelle forankring ved instituttet gjennom vedtak i Instituttrådet ved IF 25. mai, og UUI er orientert fortløpende om arbeidet med søknaden.

I tillegg til de ressursmessige avklaringene, bes instituttet om en klargjøring av hvor studieplassene til dette programmet skal hentes fra. Ettersom det ikke ble oppgitt i brevet *når* en slik klargjøring var ventet, har vi gått ut fra at dette er en dialog det er naturlig å ta i forbindelse med den årlige gjennomgang av opptaksrammene ved fakultetet i september. Normalt setter fakultetet rammene for opptaket, og instituttene blir invitert til å komme med tilbakemelding eller endringsforslag. Vi ble derfor overrasket da vi erfarte at saken ikke ble lagt frem for fakultetsstyret 21. juni, med begrunnelse i manglende svar fra IF på fordeling av studieplasser. Vi beklager at vi ikke har sendt svar i denne saken tidligere.

IF er innforstått med at de 5 foreslåtte studieplassene på det nye masterprogrammet i japansk må hentes innenfor instituttets ordinære ramme i masteropptaket. Vi er imidlertid ikke kjent med den totale rammen for kommende masteropptak, og har derfor ikke kommet med konkret forslag til omfordeling. Når vi nå forstår at et slikt innspill fra IF er ventet før den ordinære dialogen om opptaksrammer, har vi laget et forslag som er vedlagt her.

Basert på opptaksrammene i sak 2021/12199, hadde IF i studieåret 2021/22 til sammen 49 studieplasser på master. I opptaksrammen for 2022/23 var IF sine studieplasser på master redusert til 43 plasser som et resultat av fakultetets omfordeling av studieplasser fra IF til Masterprogram i bærekraft. Hvis vi går ut fra at IF sin opptaksramme for master blir 43 også i studieåret 2023/24, foreslår vi å omfordele 2 studieplasser fra erfaringsbasert master i engelsk, 1 studieplass fra masterprogrammet i engelsk og 1 studieplass fra masterprogrammet i italiensk. Den samlede opptaksrammen for master ved IF blir da 43.

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

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7
Bergen

Saksbehandler
Silje Grønner Stang
55589375

Som vi har meldt inn tidligere ønsker instituttet at fakultetet ser nærmere på muligheten til å redusere opptak til erfaringsbasert master i engelsk til annethvert år. Hvis vi tar utgangspunkt i opptaksrammen for 2021/22 og 2022/23 ville det frigjort 10 studieplasser på master ved IF annethvert år. Om ønskelig finner dere mer informasjon og begrunnelsen for at vi ønsker en slik reduksjon i brevet «Svar fra IF: Forslag til dimensjonering av opptaksrammer ved HF, 2021-2022», datert 05.10.20, sak 2020/10925. Dersom ikke det er mulig, foreslår vi en omfordeling i tråd med avsnittet over.

Vi skulle svært gjerne sett at vi hadde et vedtak fra fakultetsstyret før innsending av endelig søknad om oppretting av nytt masterprogram i japansk 31. august. Vi ber derfor fakultetsledelsen om å vurdere om det er mulig å gjennomføre en sirkulasjonssak i august. På den måten vil vi unngå å måtte ta forbehold om et eventuelt vedtak i fakultetsstyret ved innsending av søknaden.

Vennlig hilsen

Benedicte Mosby Irgens
undervisningskoordinator

Silje Grønner Stang
studieleder

Studiekode	Studieprogram	Plasser 2021/22	Plasser 2022/23
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INSTITUTT FOR FREMMEDSPRÅK

<i>Master</i>			
1845607	Erfaringsbasert master i undervisning med fordypning i	10	10
1845606	Masterprogram i engelsk	16	15
1845610	Masterprogram i fransk	4	3
1845613	Masterprogram i italiensk (<i>opptak annethvert år</i>)	4	0
	<i>Masterprogram i japansk (nytt program H-23, annethve</i>	0	0
	Masterprogram i kinesisk (<i>opptak annethvert år</i>)	0	5
1845621	Masterprogram i russisk	4	3
1845622	Masterprogram i spansk og latinamerikastudier	8	4
1845624	Masterprogram i tysk	3	3
Totalt		49	43

**Forslag til fordeling av studieplasser tas med utgangspunkt i tallene fra opptaket i 2022/23.*

**Forslag
plasser
2023/24***

8
14
3
3
5
0
3
4
3
43

Søknad om oppretting av

Masterprogram i japansk
v/Institutt for fremmedspråk,
Det humanistiske fakultet, UiB



August 2022

1. Generelt om studiet

Japanese Studies

Japanese studies is an inherently multidisciplinary field, traditionally including perspectives from linguistics, literature, history, and social science, with the country of Japan as its primary object of study. Japan has been intensively studied in the West since at least the latter half of the nineteenth century. In the twentieth century, Japan's rising prominence in world politics, economics, and culture was reflected in increased and sustained interest both within academia and without. In the 1930s and 1940s, war and its aftermath brought new urgency to these endeavors, and also trained the women and men who became the first postwar generation of Japanese studies specialists. By the 1970s, this generation had transformed the field from one focused on language and philology ("Japanology") into the more multidisciplinary area studies model of today ("Japanese studies"). "Japanese studies" is an inclusive term for research on social sciences and humanities research on Japan. It includes, but is not limited to, projects on Japanese language, culture, society, history, literature, art, music, politics, economy, and science. This new paradigm corresponded with the explosive growth of academic and popular interest in Japan in the 1980s and early 1990s, making Japanese studies a "normal" part of the curriculum in higher education in much of the West. Japanese economic stagnation and China's emergence as a regional power in the late 1990s and 2000s temporarily drew attention away from the study of Japan. However, the recent popularity of Japanese popular culture, some of it driven by the government's "Cool Japan" soft-power offensive, has renewed interest in Japan among younger generations worldwide, a trend that has been highly noticeable also in Norway. This cultural renaissance is a reminder that Japan remains a leading global economic, political, and scholarly power. Language training, which remains critical to Japanese studies, is also a barometer of interest in Japan. By 2006, nearly three million students studied Japanese worldwide, a sharp uptick of 500,000 in just three years, evidencing a consensus on the importance of studying Japan and Japanese.

Japanese Studies in Norway

Japanese studies in Norway originated in 1971 at the University of Oslo (UiO), where the department of East-Asian studies was established in 1966. For several decades, East-Asian studies in Nordic countries remained exotic, and only a very small number of researchers in the field were proficient in an East-Asian language, which was commonly seen as near impossible to master for anybody outside East Asia. Student numbers were low, knowledge about the Far East among the general populace was highly limited, and news about the region in the media was scarce. Through the 1980s, in part as a result of Japan's internationalization policies and generous scholarship funding for overseas students and researchers, the field of Japanese studies gradually developed in Norway. A two-year Japanese language course was established at the linguistics department at the University of Bergen (UiB) in 1986, in collaboration with the Norwegian School of Economics (NHH), which still offers Japanese language as an elective subject. In the same period, UiO increased its academic staff somewhat, ensuring research and teaching competence in the three pillar disciplines of humanistic, philological studies, i.e., linguistics, literature, and history. Around the turn of the millennium and with the spread of the internet, both institutions saw a rapid increase in applicant numbers. As a result, both Oslo and Bergen have received roughly one hundred applicants every fall for the last 15 years.

The increased focus on East Asia during recent decades reflects both the critical role of the region in the rapidly changing global geopolitical situation, and also accompanying interest in the complicated balance between the two regional superpowers, China and Japan. This East-Asian focus is visible in the recent growth of East-Asian studies within higher education in Norway, as well as in the national *Panorama Strategy* (link below), which is concerned with bilateral cooperation within higher education and research with countries outside Europe, including Japan, China, and South Korea. Funding is provided through the Directorate for higher education and competence (HK Dir) and their program UTFORSK, which encourages the establishment of long-term partnerships between Norway and countries including Japan. UiB's internationalization strategy, enunciated in the *Handlingsplan for internasjonalisering* (link below), specifically mentions Japan and China among the countries targeted for strengthened cooperation. In response, the

Department of Foreign Languages has increased the number of academic staff in East Asian studies in order to further develop both the Chinese and Japanese programs. A Chinese MA program has recently been approved and will commence from fall 2022, and future research collaborations among staff are under discussion.

Regjeringens Panoramastrategi (2021-2027)

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

UiBs Handlingsplan for internasjonalisering (2016-2022)

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

Japanese Studies at UiB

The current Japanese studies BA program is a high-quality and popular program, as evidenced by our consistently large number of applicants, low dropout rate, and high student satisfaction. On the *Studiebarometer* for 2019, the general satisfaction rate for our program was 4.9 points (out of 5), the seventh highest in our faculty (link below). Due to the high number of applicants to the Japanese program, admission to our BA program has for the last 8 years been limited to 30 new students each fall. The program has also been maturing rapidly. In 2017, we received our first professor position in Japanese linguistics. Shortly after that came our first PhD student, and in 2019 our first teaching professor (*dosent*) in Japanese linguistics. Since December 2019, we have had a permanent academic staff of three, plus two Japanese part time teachers. Until recently, our BA program has focused primarily on language training at UiB in preparation for a mandatory academic-yearlong exchange at a Japanese university. This structure has ensured students the chance to both develop their language proficiency and to study a wide variety of Japan-related topics during their year abroad. With this enlarged academic staff and continued student enthusiasm, we consider it possible, desirable, and sustainable to establish an MA program in Japanese studies oriented around the central methodology of *translation*.

There are several reasons for this choice of profile. The first is related to the national division of labor. The only other Norwegian higher-education institution offering full

Japanese studies programs, UiO (IKOS), has a permanent academic staff where the majority are active researchers in the intersecting fields of history, religion, and social anthropology. There is presently one linguist and one literary scholar among the academic staff, but we have learned that these two positions are not likely to continue within the same fields. IKOS will continue to offer BA-level practical Japanese language courses in the future, but without professional linguists among the staff, an MA in Japanese linguistics will probably no longer be an option. In other words, UiO's research profile differs from the one we propose to develop at UiB. This would ensure a well-founded national division of labor in Japanese studies that is agreed upon and accepted among the academic staff at both institutions. A second reason for our profile choice is that using translation between L1 and L2 as a contrastive, pedagogical tool in foreign language acquisition has seen a revival in recent years and has for some time been part of our own BA curriculum. Third, translation is a work and research relevant practice that demands an advanced understanding of the Japanese language and its cultural and historical context. Finally, all three of our academic staff are oriented towards translation (more below), be it as a theoretical subfield of linguistics, a source for research on language contrasts, or a complex practice involving diverse knowledge. The translation profile is further strengthened by the fact that the academic staff themselves are native speakers of Japanese, English and Norwegian, respectively, creating a rich and vibrant linguistic environment, and ensuring high quality linguistic output in all three languages.

We are already redesigning our BA program to better match the profile of the proposed MA program. In addition to including more translation-related topics and practices we are further integrating research theory and praxis throughout the program. This will both facilitate a smooth transition between the undergraduate and graduate programs and also provide additional opportunities to develop career-relevant skills and knowledge in the BA program.

Omtale av Studiebarometeret 2019

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

Presently, the UiB library has no librarian with Japanese language competence. However, we have for many years received excellent assistance from UiO librarian, Naomi Yabe Magnussen, who has made herself known and accessible to all Japan scholars in Norway. Magnussen ensures access to a variety of Japanese databases and media outlets and has for a long time helped our BA students search for Japanese language sources for their bachelor's theses. This spring, for example, she offered an online workshop for third-year students focused on finding and acquiring specialized Japan-related materials for their graduation theses.

Need for a Japanese Studies MA at UiB

Students and staff alike have wished for an MA program in Japanese studies at UiB for many years now. If anything, this interest appears to be growing. Over the years, we have seen increased interest in a potential MA program at UiB from our students. With an academic staff comprised of three permanent positions—one teaching professor (*dosent*) and two associate professors—we are now able to respond to this enthusiasm.

With this in mind, we have taken steps to better understand student needs and expectations vis-à-vis the current BA and proposed MA programs. For example, we arranged a half-day workshop in November 2021 for first- and second-year BA students. We prepared questions for them to discuss in advance. The talks were quite lively, starting with an assessment of the current BA program, moving on to our plans for the MA, and concluding with a discussion of student desires for an MA program in Japanese studies at UiB. Our proposed methodological focus on translation in the MA was well received, as was the idea of an annotated translation project as one option for the MA thesis (see below). After the workshop, the *fagutvalg* performed an online query on the interest for an MA program at UiB among 68 present and former BA students (attachment IV). The results indicate a strong interest for such a program at UiB among students.

In addition to this student enthusiasm, there are three major reasons that the faculty wish to establish a master's program in Japanese at UiB. The first is the recruitment of candidates to the PhD level. This would have multiple benefits, including helping to consolidate the

national and local research environment on Japan, making sure that research topics and practices are more strongly integrated into the educational side of our activities, and increasing the number of early-career faculty available to fill future positions. Considering the mismatch between the decreasing number of experts on Japanese language and linguistics in Norway at the same time that students' interest is increasing, it is particularly important to ensure high-quality candidates to grow that field.

The second reason is the amount of time required to acquire proficiency in a distant language such as Japanese. Three years of full-time study, even including learning time in a country where the language is spoken, is only rarely sufficient. A Japanese Studies Master's program of the proposed type will therefore not only prepare students well for research in the field, but also ensure a language proficiency that equips them to use the language in professional settings in both the private and public sectors. With the added focus on translation from Japanese to Norwegian and English through the BA and MA programs, candidates will also be able to stay competitive in the growing market of translation services involving Japanese language.

Finally, Japanese as a foreign language in public schools has become increasingly popular during the last decades. Japanese can now be chosen as an elective subject in several high schools in the Oslo and Bergen regions. Based on conversations with our BA students through the years, it is clear that the wish to learn Japanese among young people in all regions throughout Norway is strong. Our students come from all over the country, and many of them have been trying diligently to learn Japanese on their own through their school years. This strong fascination we see in many students is clearly triggered by Japanese popular culture, i.e., Japan's soft power, as mentioned above. We have through the years had contact with the national *Fremmedspråksenteret* at *Høgskolen i Østfold*, participated in their various symposia concerning distant foreign languages in Norwegian public schools, and developed semi-formal networks among Japanese language teachers in Oslo and Bergen high schools. With a master's degree now a prerequisite for teaching in Norwegian high schools, our proposed MA program will, in combination with the appropriate PPU courses offered at UiO, help to ensure a sufficient number of qualified

Japanese language teachers nationally. Recently, we joined the *Sakura Network* of the Japan Foundation (link below), which is a network consisting of more than 350 organizations/institutions that provide Japanese language courses. Through this network we hope to achieve cooperation with other universities for higher education and research activities.

Sakura Network, Japan Foundation

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

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

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

Oversikt som viser studiets oppbygging

Semester	Course	Credits	Lang.
1 (høst)	JAS301 Anvendt lingvistikk og japansk	10	Norsk
	JAS302 Readings in Modern Japanese History and Historiography	10	Engelsk
	JAS303 Japansk semantikk og oversettelse	10	Japansk/Engelsk
2 (vår)	JAS304 Methods in Advanced Japanese Studies	15	N/J/E
	*LING313 Metode for språklege mastergrader	15	Engelsk
	<i>Eller</i>		
	*HIS309 Historikarens arbeidsmåtar	15	Norsk
3 (høst)	Masteroppgave (veiledet) <i>Feltarbeid/utveksling mulig</i>		
4 (vår)	JAS350 Masteroppgave	60	Norsk/Engelsk

*Kursene tilbys ved hhv LLE og AHKR

2. Krav til studietilbudet

(Studietilsynsforskriften § 2-2)

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

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

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

The proposed MA in Japanese studies will prepare students both for future research and for careers in diverse fields in both the public and private sector. Students will improve their language proficiency and cultural competence by working closely with primary and secondary sources in Japanese, performing fieldwork in Japan, and establishing relationships with businesses connecting Norway and Japan. This last in particular will also be an opportunity to cultivate future employment options in both countries. While the proposed MA is not a translation training program per se, its focus on translation as a methodology and the chance for practical, hands-on translation experience makes the degree relevant for business sectors including the localization industry, i.e., cultural and visual adaptation for print and digital (including social) media, the culture industry (games, film, etc.), and more. More generally, the independent research required for the MA thesis will build critical skills for the knowledge economy: identifying a problem, gathering and analyzing data, and presenting evidence and conclusions in both oral and written forms.

Additionally, with courses on both Japanese language and linguistics and modern history and culture, the proposed program of Japanese Studies at UiB will prepare students to apply for PhD fellowships in their field of Japanese studies. The program's focus on translation as a methodology is particularly relevant to the humanities, where awareness of hermeneutic processes and insight into conceptual differences across languages form an important part of the research process.

In brief, successful candidates will have advanced knowledge of Japanese language, specialized knowledge of their chosen research subfield (linguistics or history), and several transferable skills that will qualify them for a wide variety of jobs as well as for further research and study. This is clear from the diverse career paths followed by graduates of peer European and North American MA programs in Japanese studies. Among other careers, MA graduates will be prepared to:

- continue research at the doctoral level
- teach Japanese language*

- work in public administration
- work in international business, including localization, imports-exports, etc.
- work in non-governmental organizations (NGOs), etc.
- work in hospitality

*With an MA in Japanese Studies, candidates can apply for *praktisk-pedagogisk utdanning* (PPU) at UiO, which now includes courses in Japanese didactics. Students with this combination of programs are qualified to teach in Norwegian secondary schools and high schools.

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

The proposed MA program requires full-time study, which means approximately 850 hours of study per semester over the course of two years (four semesters). Students will have about three lectures and/or seminars per week in the first semester, and two lectures and/or seminars per week in the second semester. This will require a considerable amount of self-study on the part of students, including but not limited to reading prepared literature; working on translation tasks; writing research plans, literature reviews, and term papers, and preparing to present research findings both orally and in written form. During the two last semesters there will be no lectures or classes. Instead, all study time will be spent on research, writing, and close supervision. Additionally, the faculty will supervise weeklong writer's workshops at the end of each semester of the second year. These workshops will be an opportunity to promote progress in completing the thesis, to provide real-time feedback, and to maintain a sense of shared community and purpose.

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

The proposed program aims to balance the advancement of academic knowledge on modern and contemporary Japanese language, society, and history with the necessary skills for graduates to succeed more broadly in the present and future knowledge economy. To this end, using materials and case studies thoroughly grounded in modern and

contemporary Japanese linguistics and history, the courses are designed to develop the transferable skills of properly understanding or formulating questions; gathering, evaluating, and synthesizing relevant data; and communicating results clearly and succinctly in both speech and writing to specialized and general audiences. For instance, beginning with **JAS301**, students will be actively engaged in debates concerning translation, both as a theoretical field and through the practical application of Japanese-language skills (translating passages from Japanese).

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

Additionally, the course sequencing has been carefully designed to maximize limited resources and provide students with appropriate structure, depth, and breadth. The first semester prepares MA candidates for graduate work in the program's major fields of applied linguistics (**JAS301**), modern historiography (**JAS302**), and semantics (**JAS303**). Second-semester courses in either the Linguistics (**LING313**) or History (**HIS309**) faculties provide a broader context for this specialized work. In **JAS304**, we encourage students to apply the knowledge and skills acquired in these foundational disciplinary classes to academic research in Japanese studies. This class additionally requires candidates to revise and complete their initial research proposals to be ready for research, including the possibility of fieldwork, beginning in the third semester.

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

Instruction and Learning

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

Community

Learning is not, of course, confined to the classroom or the seminar paper. It is also not possible to sustain excellence in learning and research without being part of a larger community. In addition to regular classes, we therefore plan to hold a biannual colloquium for MA student research presentations (*see below*), to invite guest lecturers, and to encourage both digital collaborations and in-class groupwork. In the colloquium, MA students will present in-progress research to BA students in Japanese as well as the faculty, and receive feedback. In addition to building a sense of community straddling the MA-BA divide at UiB and including the faculty, this opportunity to present and to get feedback will spur MA students' research progress and help to demystify the process of research for BA students.

Additionally, to maintain students' sense of belonging and motivation and maximize student retention and on-time graduation, we plan to hold regular, less formal meetings as well as *skrivestue*-style writing workshops for the second-year students, including virtual get-togethers for students doing fieldwork in Japan, etc.

Lectures

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

Lectures will be held in person to the extent possible and digitally (via Zoom, etc.) when that is unfeasible. Lectures may also be recorded to facilitate student review, to free up class time for interaction and discussions, and to accommodate different learning styles and needs as well as a diverse student body with heterogeneous health and other life conditions.

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

Seminars

Seminars are the backbone of the proposed program's commitment to participative education. Building on lecture and reading contents, students will actively lead and/or participate in discussion and perform both collaborative and individual work to develop and refine their understanding of the materials and their relevance to their individual thesis projects on the one hand and society at large on the other. A combination of group and individual work is relevant both to academic and nonacademic work contexts; success in all work is in some measure the result of both individual and collaborative effort. Seminars require students to apply subject knowledge and skills to the presentation—in both oral and written form—of their own interpretation of the knowledge introduced in readings and lectures. For this reason, assessment methods (*see below*) include both oral and

written formats. One important form of collaborative work in the proposed seminars is peer review; students will learn to give and receive constructive feedback on paper drafts. In addition to being a best practice for any workplace product, the peer review process teaches critical reading and communication skills and helps ensure that writing is processual (formative) rather than a last-minute dash without time for reflection and revision.

Independent Projects

Students in the proposed MA program will begin to perform independent, supervised research projects in year one. It is critical to begin early. This allows students the time to explore different ideas, techniques, themes, resources, etc., before having to produce the MA thesis in year two. Independent research is therefore a component of all first-year classes offered by the program faculty.

Colloquium

We plan to hold a colloquium twice per academic year. Holding the colloquium online in year two will allow students both on campus and performing fieldwork to participate. Both second- and first-year MA students will present their in-progress or completed research proposal, as appropriate, in the first year, and their ongoing research in the second. Each student will receive feedback from both peers and professors. This has five purposes: 1) to make students aware of the need to clearly and effectively communicate their research to a mixed audience; 2) to encourage students to make continual progress on their research; 3) to provide additional experience giving, receiving, and applying feedback; 4) to help first-year students understand the course of the program and set realistic goals for their own progress; 5) to facilitate a sense of community among students and professors even when working in separate spaces on separate projects. In short, the colloquium (mentioned above and detailed below) is a forum to practice communicating individual research, to get feedback, and to better understand the pace and course of progress through the program.

Collaboration

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

Another key component of both community-building and professional development in the proposed MA program is the use of digital collaboration. One example of this is the use of online tools such as Zotero Groups, hypothes.is, etc., to build up shared knowledgebases. Students and professors alike will be enabled and encouraged to share their research notes. Over time, this will result in a curated, networked, searchable database of critical readings and interpretations most relevant to the program and student research. This draws on the successful implementation of a similar project by Nathan Hopson at Nagoya University and is already in its initial phases of rollout in our undergraduate program (as of spring 2022).

Curriculum

	Kursbetegnelse	Arbeidsform	Arbeidskrav	Vurderingsform
Year 1 (Fall)	JAS301 <i>Anvendt lingvistikk og japansk</i>	<ul style="list-style-type: none"> • Forelesninger • Seminar 	<ul style="list-style-type: none"> • Semesteroppgave, • Oversettelser • Prosjektskisse 	Hjemme-eksamen
	JAS302 <i>Readings in Modern Japanese History and Historiography</i>	<ul style="list-style-type: none"> • Lectures • Seminars 	<ul style="list-style-type: none"> • Readings • Lead discussion • Research proposal • Literature review 	Mappe
	JAS303 <i>Japansk semantikk og oversettelse</i>	<ul style="list-style-type: none"> • Forelesninger • Seminar 	<ul style="list-style-type: none"> • Praktisk oversettelses-prosjekt 	Muntlig eksamen
Year 1 (Spring)	JAS304 <i>Methods in Advanced Japanese Studies</i>	<ul style="list-style-type: none"> • Lectures • Seminars 	<ul style="list-style-type: none"> • Readings • Lead discussion • Research proposal • Literature review 	Portfolio
	<i>LING313 Metode for språklege mastergrader eller HIS309 Historikarens arbeidsmåtar</i>			
Year 2	<i>JAS350 Master's Thesis in Japanese Studies</i>			

The fall semester of year consists of three mandatory courses (**JAS301-303**), all offered and taught locally by the Japanese studies faculty. Two of these courses are oriented towards language and linguistics, and one towards contemporary history. These three courses provide the disciplinary and area-studies foundation for students to take either **LING313** or **HIS309** in spring term. Taken simultaneously to these classes, **JAS304** will further contextualize and ground these broader disciplinary approaches within the study of Japan. Finally, in second year, students will engage full-time in independent research on their MA topic. The circumstances for students will vary during this time, which is one reason we have decided to hold a colloquium and other community-building events: sharing a community and an experience will minimize dropout and burnout.

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

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

the class before a final draft. In addition, as detailed in the course description, students will submit two short translations from Japanese into English and/or Norwegian, one of a pre-1945 source and one from the postwar period.

JAS303 is an introduction to the field of semantics with an emphasis on application to translation between Japanese and Norwegian/English. This course will provide a series of lectures on semantic theory. Assignments will include short essays on the understanding and use of language. Students will also engage in project-based learning, planning their own translation project where they make contacts with companies or organizations outside the university. Students will find material (e.g. pamphlets, websites, advertisings, books, etc.) suitable for translation into Japanese. They will contact the issuing company/organization to explain and get permission for the translation project. At the end of the course, students will orally present the outcome of the project and their translated products.

In their second semester, students will take courses offered at neighboring departments. The actual course will depend on their MA thesis topics. Students who choose a language and linguistics-oriented topic will take a 15-credit course on Methods in linguistics at LLE (**LING313**), while students who decide on a topic within the field of history will take a 15-credit historiography course at AHKR (**HIS309**). These courses will provide specialized disciplinary knowledge and methodology in linguistics or history. In other words, they are highly relevant to our proposed program even though they are detached from the field of Japanese studies, with little or no reference to Japanese circumstances. The remaining 15-credit course, **JAS304**, is mandatory for all students. The main purpose of this course is to contextualize and make relevant the knowledge and insights from the above two methods courses taken in parallel. Students will learn to apply linguistics or historiographical methods to Japanese data and discuss a variety of questions from a Japanese studies perspective. They will present summaries of the parallel lectures in linguistics and history methodology and lead seminar discussions on these topics, with a focus on their applicability to the study of Japan and Japanese. The course additionally

includes readings in the intersecting fields of linguistics, culture and history, encouraging an interdisciplinary approach to a variety of topics.

Assessment

The proposed program will employ diverse formative and summative assessment methods. For the former, students will lead discussions on assigned readings, peer review cohorts' work and present their own (orally) and submit paper drafts to receive feedback from the professors. Summative assessments will include written and oral examinations, translations, and both short and long papers. These forms of assessment will give students the opportunity to demonstrate their mastery of the knowledge, skills, and general competences described in the course descriptions. Assessment methods for each course are as follows. Formative assessment for **JAS301** will be a draft proposal for the MA thesis, two translations, and two short papers. Summative assessment will have the form of a one-week home exam. Formative assessment for **JAS302** will comprise a term paper draft, a peer review of a classmate's term paper, and two short primary source translations. Summative assessment for the course will be in the form of a term paper. A term paper, a term-long independent translation project and oral presentation of results will be the basis for formative assessment in **JAS303**; summative assessment will be based on the translation project. **JAS304** will employ formative assessment only; the portfolio will include presentation materials, and a literature review and revised research proposal for the MA thesis. Grades A-F will be applied for each course.

Workload

Due to the nature of independent work and the different content of each course in the proposed MA program, the workload for individual courses may vary despite designation with the same number of credit hours (credit points). However, efforts will be made to standardize the required workload within a narrow bandwidth comparable with that of peer MA programs in Norway and the world.

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

As constituted, the proposed MA program balances the need for academic and professional knowledge and skills development in an environment that is multidisciplinary, innovative, and constantly evolving to incorporate current findings and perspectives. As described above, the faculty brings diverse professional, linguistic, and pedagogical experience to the program, allowing for a balanced approach to the study of modern and contemporary Japanese language, linguistics, history, and society. Additionally, the three core faculty are active participants in cutting-edge research and teaching. An excellent example illustrating the integration of academic and professional skills and knowledge development in a real-world context is the independent translation project for **JAS303** (see section 3.5). Similarly, the focus on applied linguistics in a Japanese context in **JAS301** represents a bridge between scholarly research and jobs outside academia, be it foreign language teaching, translation or information-related work.

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

For our BA program, we have established well-functioning exchange agreements with 14 Japanese universities (link below) for the mandatory one-year exchange to Japan integrated into the program. The contacts we have established with these institutions are valuable assets that we plan to further develop to allow exchange at the MA level and possibly to open channels for faculty research collaboration. Fieldwork in Japan will be possible in the third semester of the MA. This will be arranged individually. A two-week visit to some of our partner institutions is being planned in fall 2022, with ideas for collaboration also on the MA level.

Anbefalte utvekslingsavtaler for japansk bachelor

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

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

See 2.7

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

N/A

Appendix List

Vedlegg til krav til studietilbudet: Marker med «Ikke relevant» dersom et vedlegg ikke er aktuelt for studiet	Vedlegg nr.
Tabell med oversikt over studiets oppbygning og innhold	<i>Vedlegg 1</i>
Studieplan	<i>Vedlegg 2</i>
Emnebeskrivelse JAS301	<i>Vedlegg 3</i>
Emnebeskrivelse JAS302	<i>Vedlegg 4</i>
Emnebeskrivelse JAS303	<i>Vedlegg 5</i>
Emnebeskrivelse JAS304	<i>Vedlegg 6</i>
Emnebeskrivelse JAS350	<i>Vedlegg 7</i>
Tabell 1 Studenter og ansatte	<i>Vedlegg 8</i>
Tabell 2 Forventet antall studenter ved studiet	<i>Vedlegg 9</i>
Tabell 3 Oversikt over fagmiljøet	<i>Vedlegg 10</i>
Tabell 4 Tilgjengelige ressurser	<i>Vedlegg 10</i>
Tabell 5 Ressurser til BA-programmet	<i>Vedlegg 10</i>
Tabell 6 MA-programmet (estimert timebruk)	<i>Vedlegg 10</i>
Studentundersøkelse	<i>Vedlegg 11</i>
Bekreftelser fra LLE og AHKR	<i>Vedlegg 12</i>
Avtaler om internasjonalisering	(lenke s. 16)
Signert(e) praksisavtale(r)	<i>Ikke relevant</i>
<i>For nettstudier (kun nettstudium eller i kombinasjon med stedbasert studium) kommer i tillegg:</i>	
Studieplan for nettstudiet (hvis relevant)	<i>Ikke relevant</i>

Prosedyre for opplæring i nettstudier for studenter og lærere	<i>Ikke relevant</i>
Dokumentasjon av læringsplattform for nettstudentene	<i>Ikke relevant</i>
Dokumentasjon av nett-/faglærernes rutiner for oppfølging av nettstudenter (som responstid osv.)	<i>Ikke relevant</i>

3. Krav til fagmiljø

(Studietilsynsforskriften § 2-3)

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

Japanese Faculty at UiB

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

Teaching professor **Benedicte Mosby Irgens** specializes in Japanese linguistics, with a master's degree in modern Japanese linguistics from Osaka University from 1992, and her PhD degree at UiB from 2017. Her dissertation was a contrastive analysis of person deixis in Japanese and English, from a functionalist perspective. In the time between her degrees, she developed extensive experience teaching Japanese in the context of Norwegian higher education and has through more than two decades developed Japanese courses and programs, first at NHH and later at UiB. Early in her career, she took on a variety of smaller jobs involving interpreting and translation, typically between Japanese and Norwegian,

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

Associate professor **Misuzu Shimotori** specializes in cognitive semantics. She took a BA in Scandinavian studies at Tokai University, Japan, and came to Sweden as an exchange student. Her BA and MA degrees in linguistics are from Stockholm University, and in 2013 she received PhD at Umeå University on a concept study on dimensional adjectives in

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

Nathan Hopson joined UiB as an associate professor of Japanese language and history in fall 2021. Hopson additionally has extensive experience teaching undergraduate and graduate research methods in the humanities, and as a professional translator-interpreter. He received a PhD in East Asian Languages and Civilizations from the University of Pennsylvania (2012). His dissertation, "Tōhoku as postwar thought: Regionalism, nationalism and culturalism in Japan's Northeast," built on work begun as an MA thesis in Advanced Japanese Studies through the University of Sheffield (2004). As an undergraduate at Earlham College, Hopson majored in Japanese Studies and minored in Teaching English as a Second Language (TESOL), completing his BA in 1997. He worked in Japan 1998-2005 as an English teacher (in both private schools and tertiary

education), translator and interpreter, radio personality, and project manager for a small translation firm. In addition to teaching Japanese language at the University of Pennsylvania and Grinnell College, he was a postdoctoral fellow at Yale University's Center for East Asian Studies (2013-2014); and taught Japanese history, East Asian history, and research methods at Nagoya University (2014-2021), where he also chaired the Japan-in-Asia Cultural Studies program (2019-2021). Hopson's dissertation research on the social meanings of the Tohoku region in Japan's modern history led to a 2017 monograph, *Ennobling Japan's Savage Northeast: Tōhoku as Postwar Thought, 1945-2011* (Harvard University Asia Center). Since then, his primary research interest has shifted to the social history of nutrition science in modern Japan, 1920-2020. He has been awarded several research grants for this project, including travel grants from the Association for Asian Studies and the Toyosaki Scholarship Foundation, and a fellowship at the École des Hautes Études en Sciences Sociales in Paris (2017). His recent publications on this topic include "Nutrition as National Defense: Japan's Imperial Government Institute for Nutrition, 1920-1940" (*Journal of Japanese Studies* 2019) and "Ingrained Habits: The 'Kitchen Cars' and the Transformation of Postwar Japanese Diet and Identity" (*Food, Culture & Society* 2020). Hopson's experience builds on and expands the Japanese program's strengths. On the one hand, his competence as a teacher of Japanese language fits well with existing course offerings. Additionally, his experiences as a professional translator, English teacher, and Anglophone learner of Japanese provide new perspectives to the curriculum. On the other hand, his experience at both undergraduate and graduate levels teaching Japanese history and humanities research methods and supervising thesis/dissertation research (BA, MA, PhD) allow the program to deliver new courses that both provide additional context to the language and linguistics at the program's core, and also prepare students for more advanced, independent thesis research. Hopson's career as a professional translator, interpreter, and software localizer included projects on history and culture, medicine and technology, business and tourism, and more. He also organized and taught local tourism interpreting courses in Japan and has several years of experience as a project manager in the translation industry. He has numerous translated publications in both Japanese and English, including Sawai, et al, *The state of telepathology in Japan* (2007) and "World's First Telepathology Experiments

Employing Ultra-high-speed Internet Satellite, Nicknamed ‘KIZUNA’” (2013); two chapters in *Peace in the East: An Chunggūn’s Vision for Asia in the Age of Japanese Imperialism* (2017), and recent articles such as Maxson “Kakeibo to gendai Nihon no katei ryōri no seiritsu” (2020).

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

Due to the small number of positions, we plan to limit admittance to the MA program to a maximum of 5 students every other fall semester. In this way, we will be able to run both programs (BA and MA) simultaneously without straining our resources. Based on conversations with BA students through the years, we consider it realistic and likely that we will receive at least 4-6 qualified applicants every other year.

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

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

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

Nathan Hopson has taught language, history, cultural anthropology, and research methods courses at universities and in private schools in the United States, Japan, and Norway. After minoring in Teaching English to Speakers of Other Languages (TESOL) as an undergraduate student, he taught English in private academies and universities in Japan for several years. Class levels ranged from absolute novice to TOEIC, TOEFL, and IELTS preparation, and included advanced courses in Japanese-English translation. Subsequently, he taught all levels of Japanese in American higher-educational institutions,

and also began to teach Japanese history and cultural anthropology. At Nagoya University (Japan), he taught Japanese and East Asian history for both non-majors and majors, and developed and taught research methods courses for undergraduates in the humanities. He is particularly interested in social learning, i.e., providing opportunities for students to collectively produce corpuses of knowledge that can be maintained and shared in the long term.

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

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

Being an academic staff of three, we continuously collaborate on running our programs, with one of us having the role as course coordinator (*fagkoordinator*) for a period of four years at a time. Program board meetings are held about twice per semester and led by the course coordinator. All staff, the student advisor and at least one student are present at the meetings, where all major decisions are made, and transparency is a goal. We also have regular meetings for all teaching staff to coordinate the teaching tasks and discuss various challenges through the semester. At the BA program we have diligently followed UiB's system for quality assurance, by conducting course evaluation, engaging an external peer for program evaluation, writing periodical self-assessments, and producing one 5-year program report. This work will naturally continue also for the proposed MA program.

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

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

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

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

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

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

As *førstelektor* and later *dosent*, Irgens has mainly been involved in developmental work within the field of Japan Studies, mainly at the local and national level, and focusing primarily on language education. She has developed and consolidated the present BA program through many years and has created language teacher networks across the country. She has also contributed to the visibility of the field by participating in networks and councils, and by contributing to various media outlets and newspapers on Japan-related topics, as well as arranging a large international conference (NAJAKS) in collaboration with a small group of local colleagues. Her position has no allotted time for research, but she has managed to produce an acclaimed PhD thesis in contrastive linguistics. Contrastive language studies is a research field which originates from foreign language education and has developed in tandem with translation studies, both of which are included as topics in the proposed MA program

Associate professor Shimotori has many years of experience designing and teaching courses for all levels of Japanese. She has worked at four different universities in Norway and Sweden, and has established a wide network of colleagues in Japanese Studies in Scandinavia. Building on her PhD project in linguistics, Shimotori's current research focuses mainly on semantics and pragmatics in Japanese and Swedish. Through these studies in Japanese teaching and linguistics, she has participated in many international conferences and collaborative research.

Hopson joined the UiB faculty as associate professor in 2021. He brings with him experience teaching Japanese, Japanese and East Asian history, undergraduate and graduate research and writing methodology courses, as well in chairing the undergraduate and graduate Japan-in-Asia Cultural Studies (JACS) program of Japanese studies at Nagoya University, Japan. He has built up substantial professional networks in Japan, Europe, and North America as a researcher; host for the New Books Network's East Asian Studies, Japanese Studies, and Food podcasts since 2018; and as a contributor to the professional development of early-career historians through the Historians' Workshop project led by the University of Tokyo since 2019. Since arriving in Bergen, he has expanded his Nordic professional networks as the UiB representative for the Nordic NIAS

Council (NNC) and a co-organizer of the joint NIAS-NAJS (Nordic Association for the Study of Contemporary Japanese Society) conference at Bergen in summer 2023. This draws on Hopson's experience as organizer of conferences and workshops including "People, Nations, Food" and "Sexual Harassment and Sexual Violence in University Communities," (both Nagoya University, 2019).

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

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

Our academic staff is well integrated into the Japanese studies community of the Nordic countries. At present, Japanese studies in various forms exist at three higher education institutions in Denmark, eight in Sweden, five in Finland and one in Iceland. Associations such as NIAS (the Nordic Institute of Asian Studies), NAJAKS (Nordic Association of Japanese and Korean Studies), and NAJS (the Nordic Association for the Study of Contemporary Japanese Society) are important resources and arenas for researchers, particularly for institutions with a small number of academic staff such as ours. In 2013, the University of Bergen (in collaboration with two Japan scholars at NHH and HVL) served as host for the international NAJAKS conference, which is held every three years. NAJS has annual conferences where we can meet and collaborate with fellow researchers. Finally, The Nippon Foundation has since 2016 worked actively to promote and help develop Japanese studies in the Nordic Countries, by providing funding and collaboration opportunities for researchers. One of the academic positions at UiB has been partly funded

by the Nippon Foundation during the startup years, and several networking conferences have been launched, the last in Copenhagen in March 2022. Additionally, Hopson is a mentor in the University of Tokyo's Historians Workshop program and its Research Showcases to assist early-career historians in preparing for their first conference presentations and subsequent publications in English.

As mentioned in 2.7, the BA program has well-functioning exchange agreements with up to 14 different Japanese universities. We have regularly visited these universities through the years and developed good working relationships among their relevant staff. As our MA program commences, we will contact a number of them to explore the possibility for exchange or research stays for our MA students as well.

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.

N/A

Vedlegg 1

Tabell med oversikt over studiets oppbygning og innhold

Semester	Course	Credits	Lang.
1 (høst)	JAS301 Anvendt lingvistikk og japansk	10	Norsk
	JAS302 Readings in Modern Japanese History and Historiography	10	Engelsk
	JAS303 Japansk semantikk og oversettelse	10	Japansk/Engelsk
2 (vår)	JAS304 Methods in Advanced Japanese Studies	15	N/J/E

	*LING313 Metode for språklege mastergrader	15	Engelsk
	<i>Eller</i>		
	*HIS309 Historikarens arbeidsmåtar	15	Norsk
3 (høst)	Masteroppgave (veiledet) <i>Feltarbeid/utveksling mulig</i>		
4 (vår)	JAS350 Masteroppgave	60	Norsk/Engelsk

*Kursene tilbys ved hhv LLE og AHKR

Vedlegg 2

Studieplan

Namn på studieprogrammet, nynorsk	Masterprogram i japansk
Navn på studieprogrammet, bokmål	Masterprogram i japansk
Name of the programme of study, English	Master's Programme in Japanese Studies
Namn på grad Name of qualification	Master i japansk
Omfang og studiepoeng ECTS credits	Studiet har eit omfang på 120 studiepoeng og er normert til to år på full tid.
Fulltid/deltid Full-time/part-time	Om du vil ta heile eller delar av studiet som eit 50% deltidsstudium, må du levere formell søknad til instituttet. Les meir om dette i Rutinar for masterstudiet ved HF .
Undervisningsspråk Language of instruction	Sjå den einstilte emneplanen for emna som inngår i programmet.
Studiestart – semester Semester	Haust. Opptak til masterprogrammet i japansk skjer annan kvart år med opptak i oddetalsår.
Mål og innhald Objectives and content	Japansk snakkes av over 125 millioner mennesker og er fremmedspråk nummer to etter engelsk i en rekke land i Asia og Australasia. Det japanske språket er nøkkelen til dagens samfunn, der engelsk og andre fremmedspråk brukes lite. Som verdens tredje største økonomi er Japan en stor kulturnasjon der det publiseres en betydelig mengde litteratur og tekst på japansk som ikke er tilgjengelig på engelsk. Det gjelder ikke minst forskning på japanske forhold, enten det er snakk om det japanske språket, Japans historie eller japansk kultur og samfunn. I programmet legges det derfor

	<ul style="list-style-type: none"> • kan oversette og kontekstualisere japanske fagtekster til norsk eller engelsk <p>Ferdigheter Kandidaten</p> <ul style="list-style-type: none"> • kan kritisk vurdere og forklare problemstillinger knyttet til japansk språk, historie og samfunn • kan anvende språklig og kulturell kompetanse på spesialiserte oversettelsesprosjekter • kan reflektere nyansert over begreper, termer og ord fra et flerspråklig og flerkulturelt perspektiv • er i stand til å utføre et veiledet forskningsprosjekt med utgangspunkt i konkrete problemstillinger og i tråd med forskningsetiske normer • er i stand til å bruke ulike IT-verktøy og elektroniske databaser relevante for Japan-studier <p>Generell kompetanse Kandidaten</p> <ul style="list-style-type: none"> • kan kommunisere om faglige problemstillinger, analyser og argumenter innenfor ett av de to fagområdene japansk lingvistikk og japansk historie • kan bruke kunnskapene sine til å formulere problemstillinger, analyser og konklusjoner ved hjelp av relevant og presis akademisk fagterminologi • kan formidle fagkunnskap innen akademiske miljøer, for eksempel i form av konferanseinnlegg • kan bidra med kunnskap om Japan-relaterte temaer i allmennheten, for eksempel i form av foredrag eller kronikker • kan oversette spesialisert tekst fra japansk til norsk eller engelsk
Opptakskrav Admission requirements	<p>For å kunne søke opptak på masterprogrammet, må søkeren ha ei bachelorgrad i japansk fra UiB eller tilsvarende, inkludert minst ett semesters opphold ved et japansk universitet. Søkeren må ha minst 80 ECTS innan relevante emne som japansk språk, historie, kultur eller liknande. Gjennomsnittleg karakter for bachelorgrada må vere C eller høgare.</p> <p>Søker må ha gode muntlige og skriftlige ferdigheter i norsk, engelsk og japansk språk. Språkkrava i både norsk og engelsk for dette studieprogrammet dekkjer du med generell studiekompetanse, anten på grunnlag av norsk vidaregåande skule eller på annan måte. Språkkrava i japansk dekkjer av en spesialisering i japansk.</p>
Tilrådde forkunnskapar Recommended previous knowledge	Ikkje relevant.
Innføringsemne Introductory courses	Det er ingen innføringsemne til masterstudiet.
Obligatoriske emne Compulsory units	JAS301 Anvendt lingvistikk og japansk (10 stp)

	<p>JAS302 Readings in modern Japanese History and Historiography (10 stp)</p> <p>JAS303 Japansk semantikk og oversettelse (10 stp)</p> <p>JAS304 – Methods in Advanced Japanese Studies (15 stp)</p> <p>Valgfritt emne innenfor lingvistikk eller historie: anten LING313 – Metode for språklige mastergrader (15 stp) eller HIS309 – Historikarens arbeidsmåtar (15 stp)</p> <p>JAS350 - Masteroppgave i japansk (60 stp)</p>
Spesialisering Specialisation	Japansk
Tilrådde valemne Recommended electives	LING313 eller HIS309
Rekkefølge for emne i studiet Sequential requirements, courses	<p>Alle JAS-emner er obligatoriske i programmet, mens i 2. semester kan en velge mellom LING313 og HIS309, avhengig av planlagt tema for masteroppgaven.</p> <p>1. semester (høst)</p> <p>JAS301 Anvendt lingvistikk og japansk (10 stp)</p> <p>JAS302 Readings in modern Japanese History and Historiography (10 stp)</p> <p>JAS303 Japansk semantikk og oversettelse (10 stp)</p> <p>2. semester (vår)</p> <p>JAS304 – Methods in Advanced Japanese Studies (15 stp)</p> <p>Valgfritt emne innenfor lingvistikk eller historie: anten LING313 – Metode for språklige mastergrader (15 stp) eller HIS309 – Historikarens arbeidsmåtar (15 stp)</p> <p>3. semester (høst) og 4. semester (vår)</p> <p>JAS350 - Masteroppgave i japansk (60 stp)</p> <p>Alle emna i kursdelen (totalt 60 stp) må være fullførte før innlevering av masteroppgaven.</p>
Delstudium i utlandet Study period abroad	<p>Det er sterkt tilrådd og tilrettelagt for at studentane tar delar av programmet som utvekslingsstudent i eit anna land.</p> <p>Tilrådde utvekslingsstader finn ein på UiBs nettsider: https://www.uib.no/studier/BAHF-JAP/utveksling</p> <p>Ein kan òg velje frå Universitetet i Bergen sine avtaler med studiestader i heile verda. All informasjon om utveksling finn ein på www.uib.no/utveksling.</p> <p>Det er lagt opp til at du kan reise på feltarbeid til Japan under masteroppgåva, i tredje eller fjerde semester. Lengde på opphaldet bestemmer du i samråd med rettleiar.</p>
Arbeids- og undervisningsformer	Gjennom ulike undervisningsformer får studentane moglegheit til å studere og nærme seg faget på ulike måtar. Undervisninga er forskningsbasert, variert og føreset aktiv deltaking frå

Teaching and learning methods	<p>studentane. Undervisningen foregår på norsk, engelsk og japansk, avhengig av faglærer.</p> <p>Arbeidsmetodar og undervisningsformer kan vere førelesingar, seminar, gruppearbeid, skriftlege og munnlege presentasjonar, omgreps- og problemfokuserte oppgåver, omsetjings- og samandragsoppgåver, rettleiing og praktisk bruk av digitale verktøy.</p> <p>En viktig undervisningsform er seminarer, som vanligvis tar utgangspunkt i pensumlitteratur og forelesningsstoff. På seminarane forventes studenter å delta aktivt ved å både lede og bidra i diskusjoner og slik få dypere forståelse for tematikken, formulere egne argumenter, samt utforske relevansen til eget forskningsprosjekt.</p> <p>Studenter skal med jevne mellomrom presentere eget prosjekt for faglærere, medstudenter og BA-studenter, samt gi og motta kommentarer på hverandres skriftlige arbeid.</p> <p>For nærare informasjon, sjå dei einskilde emneplanane.</p>
Vurderingsformer Assessment methods	<p>Gjennom studiet møter studentane varierte vurderingsformer, som rettleidd oppgåve, heimeeksamen, munnleg presentasjon, munnleg prøve og mappevurdering. Studiet avsluttes ved levering av Masteroppgave og påfølgende muntlig eksamen.</p> <p>Vurderingsformene er tilpassa læringsutbyttet i dei ulike emna.</p> <p>For nærare informasjon om vurderingsformer, sjå dei einskilde emneplanane.</p>
Litteraturliste Reading list	<p>Litteraturliste finn ein på det einskilde emnet si nettside.</p> <p>Litteraturlista skal være klar innan 01.06 for haustsemesteret, og innan 01.12 for vårsemesteret.</p> <p>Merk at det ikkje finst litteraturlister til alle emne – i nokre emne skal studentane til dømes sjølv velje litteratur i samråd med lærar eller rettleiar.</p>
Karakterskala Grading scale	<p>De individuelle emna og masteroppgåva er vurdert etter karakterskala A-F, der F er stryk.</p> <p>Sjå emneplanen for det einskilde emnet.</p>
Vitnemål og vitnemålstillegg Diploma and Diploma Supplement	<p>Vitnemål og vitnemålstillegg blir skrive ut etter at graden er fullført.</p>
Grunnlag for vidare studium Access to further studies	<p>Fullført masterprogram med gode resultat kvalifiserer til å søkje om opptak på doktorgradsstudium i relevante fag, og deretter vidare til stillinger innen høyere utdanning og forskning</p> <p>Studentar som planlegg å ta PPU, må sørge for å få dekket opptakskravene i løpet av studieløpet sitt. Merk at UiB ikkje har PPU tilbod i japansk. Kombinert med relevant PPU-kurs ved UiO, blir du med en mastergrad i japansk kvalifisert som japansk lærer på vgs.</p>
Relevans for arbeidsliv Employability	<p>God kjennskap til et fjernt språk og kultur er ensbetydende med en kulturell sensitivitet som er svært verdifull i mange yrker i vårt</p>

	flerkulturelle samfunn. Studiet gir kompetanse som er relevant for diplomatiet, forlags- og mediebransjen, biblioteker, turistnæringen og en rekke typer kulturelt relatert arbeid som oversettelse, tolking og undervisning.
Evaluering Evaluation	Masterprogrammet blir kontinuerleg evaluert i tråd med retningslinene for kvalitetssikring ved UiB. Emne- og programevalueringar finn ein på kvalitetsbasen.uib.no
Skikkavurdering og autorisasjon Suitability and authorisation	Programmet har ikkje krav om skikkavurdering eller autorisasjon.
Programansvarleg Programme committe	Programstyret har ansvar for fagleg innhald og oppbygging av studiet og for kvaliteten på studieprogrammet.
Administrativt ansvarleg Administrative responsibility	Institutt for framandspråk ved Det humanistiske fakultet har det administrative ansvaret for studieprogrammet.
Kontaktinformasjon Contact information	studierettleiar.if@uib.no

Vedlegg 3

Emnebeskrivelse JAS301

Emnekode	JAS301
Navn på emnet (bokmål)	Anvendt lingvistikk og japansk
Navn på emnet (nynorsk)	Anvend lingvistikk og japansk
Navn på emnet (engelsk)	Applied linguistics and the Japanese language
Studiepoeng, omfang	10 stp
Studienivå (studiesyklus)	Master
Fulltid/deltid	Fulltid
Undervisningsspråk	Norsk
Undervisningssemester	Annenhver høst (oddetallsår)
Undervisningssted	Bergen
Mål og innhold	Studiet gir inngående innsikt i feltet anvendt lingvistikk generelt, og tre problemområder knyttet til japansk språk spesielt: <ul style="list-style-type: none"> • Fremmedspråksundervisning • Oversettelsesteori og -praksis • Klarspråkstematikk

Læringsutbytte Learning Outcomes	<p>Ved fullført emne har studenten følgende læringsutbytte definert i kunnskaper, ferdigheter og generell kompetanse:</p> <p>Kunnskap Kandidaten er godt kjent med feltet anvendt lingvistikk, hvordan det har utviklet seg historisk og hvilke problemområder feltet dekker. Kandidaten har inngående kjennskap til tre distinkte forskningsområder på feltet når det gjelder japansk språk.</p> <p>Ferdigheter Kandidaten er i stand til å lese og analysere engelskspråklige forskningsartikler innenfor tre definerte felt, samt diskutere og formulere ulike løsninger på anvendtlingsvistiske problemstillinger knyttet til japansk språk.</p> <p>Kandidaten er i stand til å lese og oversette japanskspråklige fagtekster innenfor anvendt lingvistikk til norsk.</p> <p>Generell kompetanse Kandidaten har innsikt i problemstillinger, begreper, metoder og diskusjoner innenfor feltet anvendt lingvistikk knyttet til det japanske språket.</p>
Krav til forkunnskaper	Bachelorgrad i japansk ved UiB eller tilsvarende, med gjennomsnittskarakter minimum C.
Tilrådde forkunnskaper	Mellomnivå i japansk og kjennskap til lingvistikkfaget. Det er anbefalt at kandidaten har studert i minst ett semester ved et japansk universitet.
Studiepoengsreduksjon	Ingen
Krav til studierett	Emnet er ope for studentar med opptak til Masterprogrammet i japansk ved Universitetet i Bergen.
Arbeids- og undervisningsformer	Det vil bli gitt: - Ett seminar i uken i 12 uker
Obligatorisk undervisningsaktivitet	<ul style="list-style-type: none"> - to korte semesteroppgaver innenfor to av de tre undertemaene på emnet - to utvalgte fagtekster oversatt fra japansk til norsk eller engelsk - en prosjektskisse for egen Masteroppgave <p>Godkjenning av obligatoriske arbeidskrav er gyldige i undervisningssemesteret og det påfølgende semesteret.</p>
Vurderingsformer	Hjemmeksamen med oppgaver som dekker alle de tre temaområdene, over et tidsrom på ca 2 uker.
Hjelpemiddel til eksamen	Alle hjelpemidler tillatt
Karakterskala	A - F

Vurderingssemester	Annenhver høst. Det er også mulig med vurdering i vårsemesteret etter undervisningssemesteret for studentar med gyldig godkjenning av obligatoriske arbeidskrav.
Litteraturliste	Pensum er: En introduksjonsbok om anvendt lingvistikk, samt fagartikler/bokkapitler innenfor hvert av de tre delfeltene, både på norsk, engelsk og japansk. Litteraturlisten vil være klar innen 01.06 for høstsemesteret.
Emneevaluering	Emneevalueringer blir gjennomført i tråd med UiB sitt kvalitetssikringsystem.
Programansvarleg	Programstyret har ansvar for faglig innhold og oppbygging av studiet og for kvaliteten på studieprogrammet og alle emnene der.
Emneansvarleg	Programstyret for japansk
Administrativt ansvarleg	Det humanistiske fakultet ved Institutt for fremmedspråk har det administrative ansvaret for emnet og studieprogrammet.
Kontaktinformasjon	Studieveileder: studierettleiar.if@uib.no Eksamensadministrasjon: eksamen.if@uib.no

Vedlegg 4

Emnebeskrivelse JAS302

Course code	JAS302
Course title	Readings in Modern Japanese History and Historiography
Namn på emnet (bokmål)	---
Namn på emnet (nynorsk)	---
Credits	10
Level of Study	Master
Full time or part time	Full time
Language of instruction	English
Course offered	Every other autumn in odd-numbered years
Place of instruction	Bergen
Objectives and Content	The primary objectives of this course are twofold. On the one hand, the course investigates the state of the field in modern and contemporary Japanese historiography, providing a clear overview of key themes, discourses, findings, and scholars working in modern Japanese history. In other words, the course prepares students to place their own historical research and writing within the conversations animating the field. On the other hand, summarization, presentation, translation, and other tasks hone the skills necessary to effectively synthesize and communicate the knowledge of both primary and secondary sources required to complete a Master's thesis.
Learning Outcomes	Upon successful completion of the course: Knowledge

	<p>The student</p> <ul style="list-style-type: none"> demonstrates understanding of the field of modern and contemporary Japanese history, including the history of the field itself and the academic and social issues it encompasses. has begun to develop in-depth knowledge of a research subfield within the field of modern and contemporary Japanese history. <p>Skills</p> <p>The student</p> <ul style="list-style-type: none"> is prepared to carry out limited independent research in the field of modern and contemporary Japanese history, using appropriate existing theories, methods, and interpretations in the field to formulate research questions and acquire, synthesize, and analyze the primary and secondary sources required to answer those questions. The candidate can translate primary and secondary source materials relevant to the study of modern and contemporary Japanese history from Japanese to English and/or Norwegian. In addition to the technical skills required for consistently high-quality translation, the candidate has demonstrated demonstrate sensitivity to issues around “cultural translation,” i.e., the effective apprehension and communication of the perilingual underpinnings of translated texts. <p>General Competence</p> <ul style="list-style-type: none"> The candidate is conversant in major issues, concepts, methods, and debates in the field of modern and contemporary Japanese history. The candidate can apply this knowledge to the analysis of academic, professional, and research problems. The candidate has the necessary critical reading, analysis, and both oral and written communication skills in academic English to communicate this knowledge and its broader relevance with diverse specialist and nonspecialist audiences.
Required Knowledge	Previous <ul style="list-style-type: none"> Bachelor’s degree in Japanese or Japanese Studies at UiB or equivalent, with an average grade of at least C (GPA 2.5 or above).
Recommended Knowledge	Previous <ul style="list-style-type: none"> Demonstrated knowledge of modern and contemporary Japanese and/or East Asian history
Credit Reduction due to Course Overlap	N/A
Access to the Course	<ul style="list-style-type: none"> Open to students enrolled in the Master's program in Japanese

Teaching methods and Extent of Organized Teaching	<ul style="list-style-type: none"> • Weekly seminar for 12 weeks • 6 lectures (asynchronous)
Compulsory Assignments and Attendance	Students will summarize in English or Norwegian all the weekly course readings in 250 words or less, will lead discussion of at least one of those readings, will prepare short translations from Japanese to English or Norwegian of one pre-1945 and one post-1945 primary historical source, and will complete a semester paper of approximately 3000 words. The paper will be assessed formatively and summatively, based on a first draft, peer review of a classmate's first draft, and a final draft. All activities must be completed in the same semester.
Forms of Assessment	<p>Course assessment will be based on a portfolio of work. This will consist of all weekly reading summaries; all materials used to lead discussion; short translations of one pre-1945 and one post-1945 primary source; and the semester paper first draft, peer review, and final draft.</p> <p>Peer review will be conducted using a rubric provided by the instructor. The rubric will make students familiar with best practices for peer review.</p> <p>Completed translations shall be approximately 500-1000 words.</p>
Examination Support Material	N/A
Grading Scale	The grading scale ranges from A- to F- F is a failing grade.
Assessment Semester	Every other autumn
Reading List	<p>English-language articles and book excerpts from particularly influential and/or representative works of modern and contemporary Japanese historiography published in the past 30 years or so.</p> <p>Short primary sources in Japanese for translation and analysis selected from a list provided by the instructor, or chosen by the student in consultation with the instructor.</p> <p>The reading list will be available by 1 June for the autumn semester.</p>
Course Evaluation	The course will be evaluated in accordance with the quality assurance system of the University of Bergen.
Programme Committee	The program board is responsible for the academic content and structure of the study program and for the quality of the study program and all courses therein.
Course Administrator	The Department of Foreign Languages
Contact Information	<p>Studierettleiar: studierettleiar@if.uib.no</p> <p>Eksamensadministrasjon: eksamen@if.uib.no</p>

Vedlegg 5

Emnebeskrivelse JAS303

Course code	JAS303
Course title	Japanese semantics and translation
Navn på emnet (bokmål)	Japansk semantikk og oversettelse
Namn på emnet (nynorsk)	Japansk semantikk og omsetjing
Credits	10
Level of Study	Master
Full time or part time	Full time
Language of instruction	Japanese, Norwegian
Course offered	Every other Autumn (odd-numbered years)
Place of instruction	Bergen
Objectives and Content	<p>The course aims to increase students' knowledge of Japanese language and/or culture through understanding of concepts in semantic theory and their application in translating work between Japanese and Norwegian. The course includes a work relevant, extensive translation project which involves direct contact with external enterprises. The student will work methodically and reflectively towards a high quality translation product.</p>
Learning Outcomes	<p>Knowledge</p> <p>The student:</p> <ul style="list-style-type: none">• will have a deeper understanding of semantic and pragmatic issues through the reading of various types of Japanese texts (e.g., formal and informal styles, different genres).• will have become familiar with recent research in the field treated in the course• will be familiar with the needs of the translation market <p>Skills</p> <p>The student:</p> <ul style="list-style-type: none">• will have further developed his/her skills of Japanese language (reading, writing, speaking, hearing)• will be able to formally contact Norwegian and/or Japanese enterprises with a targeted request.• will be able to produce a high quality translation in a specified genre

	<p>Competence</p> <p>The student:</p> <ul style="list-style-type: none"> • is capable of conducting a well-defined translation project involving the Japanese language. • will have developed further his/her ability to express academic ideas on translation, both in writing and orally
Required Previous Knowledge	Bachelor's degree in Japanese or Japanese Studies or equivalent, with an average grade of at least C (GPA 2.5 or above).
Recommended Previous Knowledge	Basic knowledge of linguistics
Credit Reduction due to Course Overlap	Nor applicable
Access to the Course	Open to students enrolled in the master's program in Japanese at the University of Bergen
Teaching methods and Extent of Organized Teaching	Weekly seminar/lecture for up to 12 weeks
Compulsory Assignments and Attendance	<ul style="list-style-type: none"> • Written assignment (approx. 1500-2000 words) on Japanese semantics • Conducting a supervised translation project • Giving an oral presentation in Japanese/Norwegian about the written assignment and the translation project. <p><i>Compulsory assignments are valid for one semester following the semester of instruction.</i></p>
Forms of Assessment	<p>A translation project in the form of portfolio, containing</p> <ul style="list-style-type: none"> • original text and its translation • a project report (1-2 pages) • a reflection text (1-2 pages)
Examination Support Material	Not applicable.
Grading Scale	The grading scale ranges from A to F. F is a failing grade.
Assessment Semester	Every other autumn
Reading List	<p>Book chapters and articles on semantics and pragmatics. Selected Japanese literary works and texts from various genres.</p> <p>The reading list will be available by 1 June for the Autumn semester.</p>
Course Evaluation	The course will be evaluated in accordance with the quality assurance system of the University of Bergen.

Programme Committee	The program board is responsible for the academic content and structure of the study program and for the quality of the study program and all courses therein.
Course Administrator	The Department of Foreign Languages
Contact Information	Studierettleiar: studierettleiar@if.uib.no Eksamensadministrasjon: eksamen@if.uib.no

Vedlegg 6

Emnebeskrivelse JAS304

Course code	JAS304
Course title	Methods in Advanced Japanese Studies
Course title	Metoder i avanserte Japan-studier
Course title	Metodar i avanserte Japan-studier
Credits	15
Level of Study	Master
Full time or part time	Full time
Language of instruction	English, Norwegian, Japanese
Course offered	Every other spring in even-numbered years
Place of instruction	Bergen
Objectives and Content	<p>This course offers a deepened understanding of the intersection of history, culture, and language mainly in the context of modern and contemporary Japan. Students also gain insight into research methods in the fields of history and of linguistics when applied to a Japanese context. The course is to be taken in parallel with LING313 or HIS309 and will help students to apply knowledge from those courses in the specific context of Japanese studies.</p> <p>Through readings, presentations and discussions, students learn to apply their knowledge to original research and knowledge production in highly specialized fields, and to communicate this original knowledge both to other specialists and across disciplines.</p>
Learning Outcomes	<p>Knowledge</p> <p>The candidate</p> <ul style="list-style-type: none"> • is familiar with the skills and techniques of research and writing on modern and contemporary Japanese linguistics and/or history • has developed in-depth knowledge of specific archives, language corpora, and other primary sources within a research subfield in Japanese linguistics and/or history

		<p>Skills</p> <p>The candidate</p> <ul style="list-style-type: none"> • can use appropriate theories, methods, interpretations, tools, and resources in the chosen field to formulate research questions. • is able to carry out independent research in a subfield of modern and contemporary Japanese linguistics and/or history (including acquiring, synthesizing, and analyzing necessary primary and secondary sources), and to present the results in both written and oral forms, to both specialized and nonspecialized audiences. <p>General Competence</p> <p>The candidate</p> <ul style="list-style-type: none"> • is conversant in issues, concepts, methods, and debates within a subfield of modern and contemporary Japanese linguistics and/or history and are able to apply this knowledge to the analysis of relevant academic, professional, and research problems.
Required Knowledge	Previous	Bachelor's degree in Japanese or Japanese Studies at UiB or equivalent, with an average grade of at least C (GPA 2.5 or above).
Recommended Knowledge	Previous	Demonstrated knowledge of the fields of modern and contemporary Japanese linguistics and/or history.
Credit Reduction due to Course Overlap		N/A
Access to the Course		Open to all MA students
Teaching Methods and Extent of Organized Teaching		12 weekly seminars
Compulsory Assignments and Attendance		<ul style="list-style-type: none"> • Write one-paragraph summaries of weekly readings. • Lead discussion of at least one weekly reading. • Summarize and present content from at least one lecture from LING313 or HIS309. • Revise and complete the MA research proposal, including a preliminary literature review and research timeline. Present to faculty and BA students at Japanese colloquium. • Conduct and receive peer review of the proposal draft. <p>Compulsory assignments are valid in the semester of instruction only.</p>
Forms of Assessment		<p>Portfolio:</p> <ul style="list-style-type: none"> • Summaries of selected readings • Presentation materials • Research proposal with literature review and timeline

Examination Support Material	N/A
Grading Scale	A-F
Assessment Semester	Every other spring
Reading List	<ul style="list-style-type: none"> • 2 readings selected by each professor in the Japanese program, representing high-quality, state-of-the-field, fundamental research in each MA program subfield (total: 6) • 1-2 readings selected by each student based on their own research. <p>The reading list will be available by 1 June for the Autumn semester.</p>
Course Evaluation	Carried out in line with UiB's quality assurance system
Programme Committee	The program board is responsible for the academic content and structure of the study program and for the quality of the study program and all courses therein.
Course Administrator	The program board
Contact Information	Studierettleiar: studierettleiar.if@uib.no Eksamensadministrasjon: eksamen.if@uib.no

Vedlegg 7

Emnebeskrivelse JAS350

Course code	JAS350
Course title (bokmål)	Masteroppgave i japansk
Course title (nynorsk)	Masteroppgåve i japansk
Course title (engelsk)	Master Thesis in Japanese Studies
Full time or part time	Full time
Language of instruction	English, Norwegian, Japanese
Course offered	Every other spring (even-numbered years)
Place of instruction	Bergen
Objectives and Content	<p>The thesis is the written summation of an independent research project. It is the formal product that serves as the culmination of the master's degree. Its aim is twofold: the thesis is an opportunity for candidates to develop and communicate advanced knowledge, understanding, and research and writing capabilities in a selected subfield of Japanese Studies. The thesis is written in English or Norwegian.</p> <p>The thesis format is either a traditional research paper or an annotated translation. Its length shall total 25,000-40,000 words unless the candidate has expressly received advance permission from the supervisor. It demonstrates, among other things,</p>

	appropriate theoretical and methodological perspectives, data collection and analysis, and effective written communication skills.
Learning Outcomes	<p>Knowledge</p> <p>The candidate</p> <ul style="list-style-type: none"> • has highly specialized knowledge in their research subfield within Japanese Studies, appropriate for beginning doctoral research • has broad knowledge of Japanese Studies in general • understands the central issues and methodologies animating both Japanese Studies and their chosen subfield <p>Skills</p> <p>The candidate</p> <ul style="list-style-type: none"> • can work independently and solve problems based on knowledge of Japanese Studies and the chosen subfield • is able to engage with and critically assess evidence, methods, and theories within the discipline • can perform a supervised research project in accordance with relevant research ethics regulations and norms, including acquiring, analyzing, and communicating diverse sources and data • is able to acquire and apply knowledge of new subfields within the discipline • understands and can comply with the norms of academic writing • can employ the relevant ICT tools necessary to carry out and report independent research within the discipline <p>General Competence</p> <p>The candidate</p> <ul style="list-style-type: none"> • is able to independently manage large, complex projects and develop new approaches to meet challenges and troubleshoot in real-world contexts • can continue to independently develop competence and specialization after graduation • is able to understand and independently formulate research questions; employ appropriate data collection and analysis methods; and competently communicate in either English or Norwegian, questions, methods, analyses and conclusions in the discipline and selected subfield of Japanese Studies • can contribute to public discourse and knowledge of issues and themes relevant to the discipline and selected subfield of Japanese Studies.

Required Previous Knowledge	<p>Completion of required coursework in the Master of Japanese Studies program at the University of Bergen.</p> <p>In consultation with their supervisor, the candidate must select a thesis topic and produce a written research proposal draft during the first year of the master's program.</p>
Recommended Previous Knowledge	First year courses in the MA program (JAS301, 302, 303 and 304)
Credit Reduction due to Course Overlap	None
Access to the Course	The course is open to students enrolled in the Master of Japanese Studies program at the University of Bergen who have successfully completed two semesters of required coursework.
Teaching Methods and Extent of Organized Teaching	Regular meetings with the supervisor are supplemented by colloquiums and <i>skrivestue</i> -style writing workshops to ensure progress and promote student retention.
Compulsory Assignments and Attendance	<p>A supervision contract outlining the rights and responsibilities of the student is signed by the student, supervisor, and department administration. Supervision shall be reduced if the thesis is not completed within two semesters.</p> <p>Additionally, regular check-in with the supervisor, on a pre-agreed schedule appropriate to the candidate's individual circumstances, is required.</p>
Forms of Assessment	<p>The thesis is a scholarly examination of an independent research project chosen by the candidate, with input from the supervisor. Two forms are accepted for the MA in Japanese Studies: a research paper, and an annotated translation. Each shall be 25,000-40,000 words in total length unless the candidate has expressly received advance permission from the supervisor.</p> <p>The thesis shall be submitted 1 February to 15 May in Spring semester and 1 September to 20 November in Fall semester. After submission and evaluation, the candidate will undergo an oral examination ("defense"). The subject of this defense shall be limited to the candidate's thesis. Based on the oral examination results, the evaluation of the thesis may be adjusted by one letter grade on the scale.</p>
Examination Support Material	Not applicable
Grading Scale	The Department uses a grading scale ranging from A to F. F is a failing grade.
Assessment Semester	Examination in JAS350 is offered in both Spring and Autumn semesters.
Reading List	Not applicable
Course Evaluation	The course is evaluated in accordance with the quality control system of the University of Bergen.

Program Committee	The Program Board is responsible for the academic content and structure of the study program, and for the quality of all the subjects therein.
Course Administrator	The Program Board for Japan Studies
Contact Information	Studierettleiar: studierettleiar@if.uib.no Eksamensadministrasjon: eksamen@if.uib.no

Vedlegg 8

Tabell 1: Studenter og ansatte

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

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

Kommentar: Tallene for fakultetet totalt er hentet herfra:

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

Tallene for instituttet er omtrentlige estimater og må sikres.

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

Vedlegg 9

Tabell 2: Forventet antall studenter ved studiet

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

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

Kommentar: Bare opptak annenhver høst

Vedlegg 10

Tabell 3: Oversikt over fagmiljøet

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

Samlet oversikt over planlagt dimensjonering av undervisningsressurser for studieprogrammet					
1	2	3	4	5	6
Professor/Dosent	1	75%	Professor/Dosent	1	75%
Førsteamanuensis	2	46%	Førsteamanuensis	2	46%
Post doc			Post doc		
Stipendiat			Stipendiat		
Universitetslektor	0.2	20%	Universitetslektor	0.2	20%

1. Stillingskategori første studieår
2. Samlet antall første studieår
3. Samlet undervisningsprosent per stillingskategori første studieår
4. Stillingskategori ved full drift
5. Samlet antall ved full drift
6. Samlet undervisningsprosent per stillingskategori ved full drift

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

Tabell 4: Tilgjengelige ressurser

Stillinger antall	Timer pr semester pr ansatt	Timer pr år alle
Dosent	636 x 1	1272
Førsteamanuensis	390 x 2	1560
Universitetslektor	85 x 2	170
Til sammen		3002

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

Tabell 5: Ressurser til BA-programmet

Høst	Undervisning/ emneansvar	Retting/veiledning/eksamen	Sum*
JAP100	154 timer	60 timer	214 timer
JAP120	590 timer	134 timer	724 timer
Vår			
JAP110	565 timer	120 timer	685 timer
JAP205	410 timer	38 timer	448 timer
EAS250	70 timer	40 timer	110 timer
Fagkoordinator			320 timer
Sum	1844 timer	470 timer	2314 timer

*Timetallet er estimert med utgangspunkt i instituttets ressursregnskap for japansk, men justert for senere endringer, deriblant maks studentantall (30 hver høst).

Samlet antall timer til undervisning/veiledning over hele BA-programmet i ett år er 2501 timer, mens samlet undervisnings-/veiledningskapasitet pr år er på 3002 timer. Med de 3.2 faste stillingene vi nå har fått, er kapasiteten nå derfor blitt større enn behovet på BA-programmet. Estimert timebruk på et MA-program er på 480 timer første året, og 310 timer andre året (tabell 6).

Tabell 6: MA-programmet (estimert timebruk)

Første år	Undervisning/emneansvar	Retting/veiledning	Sum
Høst			
JAS301	100 timer	20 timer	120 timer
JAS302	100 timer	20 timer	120 timer
JAS303	100 timer	20 timer	120 timer
Vår			
JAS304	100 timer	20 timer	120 timer
Sum første år	384 timer	80 timer	480 timer
Andre år			
JAS305 (MA-oppgave)	10 timer	300 timer	310 timer
Sum andre år	0 timer	300 timer	310 timer

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

form av forberedelsespakker og videoopptak av kunnskapsstoff. Ingen av underviserne er involvert i andre program ved instituttet.

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

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

Institutt for fremmedspråk planlegger å ta opp studenter på MA-programmet i japansk annenhvert år. Vi har gode erfaringer med slik praksis for italiensk og det tilsvarer den ordningen vi har innført for MA-programmet i kinesisk som starter opp for første gang høsten 2022. Vi vil sette av fire studieplasser til MA-programmet i japansk, dette vil være tilsvarende som det vi har hatt for italiensk en stund allerede og som vi ønsker for kinesisk MA i tiden som kommer. Vi mener at det er god grunn til å tro at vi vil kunne fylle disse plassene. Studiepoengproduksjonen har vært jevn på japansk BA de siste årene og opptakstallene var også relativt gode for studieåret 2022/23. Videre mener vi at fire

studenter vil gi et godt grunnlag for å bygge et bærekraftig studiemiljø og har lang erfaring med å jobbe studentgrupper på denne størrelsen på masternivå på instituttet.

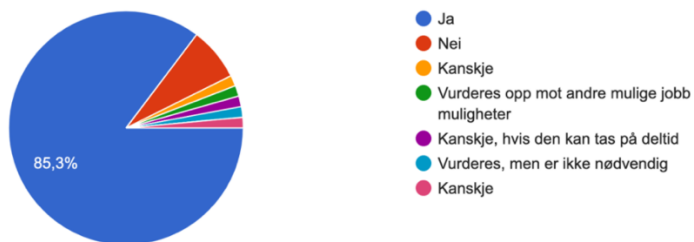
Vedlegg 11

Studentundersøkelse

04.11.21

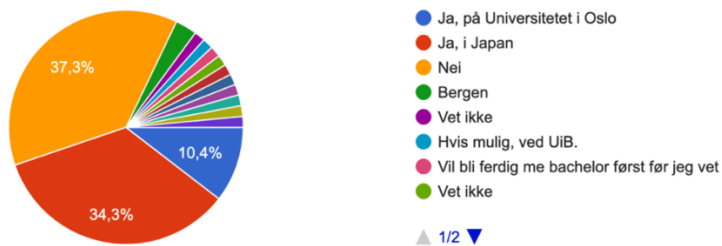
Har du lyst/ tenkt til til å ta en mastergrad i japansk?

68 svar



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

67 svar



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

68 svar



Vedlegg 12

Bekreftelse fra LLE



UNIVERSITETET I BERGEN

Institutt for lingvistiske, litterære og estetiske studier (LLE)

26. august 2022

LING313 tilbys til masterprogrammet i japansk

Programstyret i lingvistikk opprettet et nytt emne LING313 *Metode for språklige mastergrader* (15 stp.) på møtet 20. januar 2022. Dette emnet er lagt inn i FS med 2023 vår som første undervisningstermin.

LING313 viderefører en interdisiplinær satsing som startet for ca. 20 år siden da Det historisk-filosofiske fakultet opprettet emnet LINGMET med mål om å tilby et bredt språkvitenskapelig metodegrunnlag i alle språkrelaterte masterprogrammer. Læringsmålene i LING313 berører i tillegg ferdigheter i språkvitenskapelig skriving med tanke på bedre gjennomstrømming ifm. masteroppgaver.

Emnebeskrivelsen for LING313 inneholder følgende krav til studierett: *Krav om gyldig studierett på eit av masterprogramma i framandspråk, nordisk eller lingvistikk ved UiB.* Denne målgruppen inkluderer selvsagt også studenter på det planlagte nye masterprogrammet i japansk, som vi ønsker hjertelig velkommen.

Den nevnte interdisiplinære satsingen omfatter ikke bare studenter, men også lærere. Vi ønsker oss derfor også et visst bidrag fra vitenskapelig ansatte på språkfagene til undervisningsaktiviteter i LING313, inkl. veiledning og vurdering.

Hilsen,

Prof. Koenraad De Smedt
leder, Programstyret i lingvistikk
LLE

Bekreftelse fra AHKR

Bekreftelse

Vi bekrefter med dette at AHKR og IF har gjennomført samtaler om hvordan komponenter fra vår masterutdanning kan inkorporeres i et mulig masterprogram i japansk ved IF. Vi kom i fellesskap frem til at det mest formålstjenlige vil være om japanskstudentene tar emnet *HIS309, Historikarens arbeidsmåter*. Det er et bredt anlagt metodekurs som har som mål om at studentene skal kunne meste ulike analysemåter; både kvalitative, kvantitative, komparative og metoder for ikke-tekstlige kildetyper. Emnet er dermed godt tilrettelagt for alle studenter som skal skrive historisk orienterte masteroppgaver.

HIS309 undervises hver vår, og undervisningen har de siste årene tatt form av 14 dobbelttimer med forelesninger/seminar, fordelt gjennom størsteparten av semesteret. I forbindelse med UiB FRAM, planlegger historiefaget å gå over til blokkundervisning på de fleste sine emner. Ut fra denne modellen vil HIS309 bli konsentrert til første halvdel av vårsemesteret, med avsluttende 7-dagers eksamen midtveis i semesteret.

Studenter i japansk er hjertelig velkommen til å ta emnet HIS309 hos AHKR.

Vennlig hilsen

Sissel Undheim
Undervisningskoordinator, AHKR