Editorial Note from Grad College: Students in this program receive an MA in Asian Civilizations which is the degree major and the program has no official subtracks.

M.A. IN CHINESE STUDIES

The Chinese Studies Graduate Program, which constitutes one subsection of the Master of Arts in Asian Civilization Program, offers the MA degree in four areas, i.e., Literature and Culture, Linguistics, Teaching Chinese as a Foreign Language, and Interdisciplinary Studies. The following is a summary statement on the current status and past educational outcomes in these four tracks. The material is presented in four separate parts in order to highlight the individual missions and functions of our rather different specialties. However, the Department as a whole and the Graduate College evaluators may find it more meaningful to conflate our enrollment figures and graduation outcomes when assessing the Chinese Graduate Program as a whole.

1. The Literature and Culture Track.

The Chinese Literature and Culture Track of the Asian Civilizations M.A. degree has as its primary mission the education of post-B.A. students through the study of print and visual texts that foster cultural knowledge and understanding as a preparation for careers related to China in business, secondary education, and government. This track further provides students who continue to Ph.D. study in a discipline with an introduction to current methods in China-related research in the humanities. In addition to Departmental courses, the curriculum in this track draws upon and is enriched by relevant courses with China focus or content in other programs and departments, such as Art History, History, Comparative Literature, Political Science, Religious Studies and Law.

Admission procedures and criteria
Criteria for Selection: Admission requires advanced competence in modern spoken and written Chinese and preferably one or more years of Classical Chinese, depending upon the student’s emphasis. GRE scores, undergraduate GPA, and for international students a TOEFL score (or equivalent) indicating advanced competence are required. Prior undergraduate study of Chinese literature, history, or the arts, and submission of excellent writing samples are requisite for placing high on a ranked list for admission. Admitted students must be able to speak and write English at a level appropriate for graduate study.

Success in enrolling the highest quality students admitted: We have always received applications from students at the best universities in China, such as Beijing University and Fudan University (Shanghai), the No. 1 and No. 2 schools, respectively. (Iowa is known best in China as the host of famous Chinese writers and film-makers invited by the International Writing Program.) We’ve also received applications from students at major US schools. However, in recent years we have been unable to recruit most of these students due to the lack of funding for financial aid. Available TAships in the Chinese program must be awarded to students who preferably are native speakers studying to become language teachers, in order to staff the Chinese language course sequence, an essential part of the program. This situation has, over the past several years of dwindling resources and increasing language enrollments, resulted in a distinct imbalance between the language and the literature/culture tracks of the program.

Success in enrolling a diverse student cohort: Our most recent students all have been from the People’s Republic and Taiwan, and are students who have been granted a language TAship.
What are the financial aid commitments? The M.A. degree requires two years of study. The language TAship is normally awarded for two years. The literature/culture track does not have access to external funds, except indirectly through the fund-raising efforts of the Center for Asian and Pacific Studies (CAPS), which can only provide travel money grants to students and faculty for conference attendance or research trips. The Department awards several Stanley summer language fellowships to both graduate and undergraduate applicants from all the internal Asia-related programs and to student applicants from other units in the College.

Time to degree: Nearly all past students have completed the degree in two years. The few exceptions were students who held demanding jobs in addition to their studies.

Graduate student placement: While several graduates in the track have found careers in secondary education or business, a substantial number has continued study and completed the Ph.D. degree at top universities with major Asian Studies centers, such as UC Berkeley, Michigan, Washington (Seattle), and Wisconsin. Seven of these former students are known to have obtained tenure-track positions, and at least three are now full professors.

Program characteristics: The literature/culture track is currently staffed by 1.5 FTE, although in the five years preceding 2008, after the departure of the former full-time faculty member, the remaining half-time faculty (appointed jointly with the Dept. of Cinema and Comparative Literature) became responsible for teaching all the literature/culture courses required for the B.A. degree in Chinese. During this time no graduate applicants were admitted in modern literary study. With a recent hire in 2008, the 1.5 staffing has been restored, and the modern/contemporary instruction now has a strong film component. Both faculty members enjoy productive relations with Comparative Literature, Translation, and the International Writing Program, as well as CAPS, IP and the Honors programs.

Current strengths and weaknesses: With complementary areas of expertise, both faculty members working in this track are energized and desire to strengthen their portion of the Chinese program. The first goal must be to find ways of obtaining funding that will allow us to admit the excellent students who apply.

Opportunities for potential growth or reorganization to improve graduate program excellence: We would like to develop courses-in-common at the upper undergraduate and graduate level that bring students from the Chinese, Japanese, Korean, and South Asian programs together, recognizing the reality of new proximities and new flows of cultural exchange in Asia today. Already one such course is being launched as a first-year seminar, team-taught under the direction of Professor Coblin. Another, being currently taught by Professor Feeley, is Transnational Asian Cinemas. (Unfortunately, this year the junior and senior undergraduates were unaware that this course could be used to fulfill credit requirements for the major, resulting in depressed enrollment; that misunderstanding has now been remedied, and we are confident that this exciting, border-crossing course will be a popular staple in the future.

Factors the Task Force should consider: A belief in institutional support for the study of Chinese culture is well established at Iowa. The Center for Asian & Pacific Studies, the outreach and community activities sponsored by the Confucius Institute, International Programs, and the stream of famous Chinese writers in residence with the IWP (with an additional contingent of Chinese regional writers about to arrive for a two-week stay) are established expressions of that support. CAPS has proven Iowa’s ability to attract significant external funding that has brought new faculty, events and people who have stimulated intellectual exchange among students and faculty and enhanced the internationalization of the academy. Especially given China’s importance in the world now and in the future, there is justification for placing the study of China’s literature and culture, as well as the study of Asian subject matter as a whole, on a sounder footing at Iowa. A good place to begin might be the creation of two dedicated TAships for the literature and culture section of the program, allowing faculty to more regularly teach a multi-section Asian Humanities GER course that is on the books and making it possible for the program to recruit graduate students.
2. The Linguistics Track

At the present time the Linguistics Track consists entirely of a diachronic sub-track, which deals specifically with Chinese historical and comparative linguistics. The Chinese Program operates this track on an “as needed” basis, since the number of students who wish to specialize in this rather complex and demanding field is small. On the average, one student elects to pursue it about every three years. The object of the track is to provide basic training for MA students who plan to apply for admission to Ph. D. programs in Chinese historical linguistics at other institutions. Students in the track are also encouraged to complete basic training in the teaching of Chinese as a second language, as well as taking as many courses as possible in the Linguistics Department. The track has been quite successful in fulfilling its goals. Since 1975 nine students have completed it. Of these, seven were accepted into Ph. D. programs elsewhere. Of the remaining two, one chose to discontinue her studies and accept a university-level Chinese language-teaching position, and the other left the Asian Studies field entirely. Of those who entered Ph. D. programs, four are now tenured faculty members at their respective institutions, one is an adjunct faculty member in our department, one is still working on his Ph. D. degree, and one has just begun his doctoral studies this fall. Thus, though the track is quite small, it has over the years achieved considerable success and has in that respect contributed significantly to the Chinese MA Program as a whole, by giving it breadth and enabling students to pursue studies in a field that is not widely taught in the US.

Students who have taken the Linguistics MA Degree at Iowa, in the order of graduation:

1. Hsiao-jung Yu, Ph. D. UC Berkeley, now Professor of Chinese Linguistics, UC Santa Barbara
2. Zhiqiang Yu, Ph. D. Univ. of Washington, now Associate Professor of Chinese, Baruch College of New York
3. Hong-soo Kim, Ph. D. Univ. of Michigan, now instructor of Korean, Army Language School, Monterey, CA. Rank unknown.
5. Zhongmin Chen, Ph. D. UC Berkeley, now Professor of Chinese Linguistics, Zhejiang University, Hangzhou, China
6. Lan Wang, no further degrees. First, Instructor of Chinese, Emory University for three years. Now working in the private sector, Shanghai, China.
7. John Schlitz, Ph. D. student, Taiwan National University, Taipei, Taiwan
8. Hojong Choi, pursued Ph. D. studies at Ohio State University for one year. Now Instructor of Korean, Univ. of Iowa
9. Qiang Li, beginning Ph. D. student, University of Washington

3. The Teaching Chinese as a Foreign Language Track

This track draws from a variety of academic disciplines, among them Chinese, Chinese linguistics, Chinese applied linguistics, second language acquisition, applied linguistics, psychology, psycholinguistics, sociology, sociolinguistics, and education.

The mission of the TCFL program is to provide rigorous professional training to graduate students by advancing their knowledge about the processes that underlie the learning of Chinese as a foreign language (CFL) and preparing them to become competent CFL college instructors or experts in relevant areas in the United States. There are two placement paths for graduates of the program: 1) securing a Chinese language teaching position in college or a pre-college institution or 2) continuing their academic study on Chinese second language acquisition by enrolling in a Ph.D. program at a peer institution.

Admission processes and criteria:

Student demand and recruitment: For the past five years, there has been a great demand for this program. On average, we have a pool of about 15 applicants per year for this track.
Criteria for selection: We select students who had a BA or MA degree in Chinese studies or the equivalent and with excellent English language skills. The program admits 2 to 4 students per year based on the financial aid available in a particular year.

Success in enrolling the highest quality students admitted: We have been very successful enrolling the highest quality students admitted. Very seldom have students who were accepted into our program with financial aid turned down our offers. In fact, there have been a number of occasions when students who were admitted into our program without financial aid opted to enroll in our program even though they had financial aid offers from other peer institutions (such as the University of Pennsylvania and University of Hawaii).

Success in enrolling a diverse student cohort: The majority of our students are from mainland China and Taiwan. A small number of our students are from the United States who have studied Chinese as a foreign language. The majority of our students are female.

What are the financial aid commitments made to incoming students (e.g., level of commitment, length of time, etc.)? The primary source of financial aid for our graduate students is Chinese language teaching assistantships. As the MA program is a two-year program, in general, students receive a two-year TAship. Over the years, we have also had other forms of financial aid for our students. They include assistantships related to external funds that faculty from the program secure such as those from the Confucius Institute and the Henry Luce Foundation.

Programs outcomes
Degree completion and time-to-degree: It takes two years for our students to complete their study and to receive their MA degrees. All students who have started the program have either graduated or are making satisfactory progress towards graduation.

Graduate student's fellowships, awards, honors, and/or publications: Two of our graduates (Jianling Liao and Chen-hui Tsai) have received national awards. Each received a Cheng and Tsui Award for Technology and Chinese Language Instruction.

Graduate student placements: All of our students graduated within the two-year time frame. There have been 14 students graduated from our program for the past 5 years. All of the 14 students are currently working in our field. Out of those 14 graduates, ten hold teaching positions at peer institutions and four enrolled in Ph.D. programs in second language acquisition at Iowa or peer institutions. See the appendix below for information about our current students and graduate placements by the Program for the past 5 years.

Program characteristics:
Currently, we have 8 students in our program. The program has two FTEs: Professor Chuanren Ke and Professor Helen Shen. Areas of expertise of these two faculty members include Chinese language and linguistics, second language acquisition of Chinese, and Chinese language pedagogy. In addition to teaching in the MA program in Teaching Chinese as a Foreign Language, both Ke and Shen are also core faculty members of the Iowa Ph.D. Program in Second Language Acquisition (SLA) (or FLARE as it is called) participating in teaching and dissertation direction for the program. These two faculty members also have significant service duties at UI. Professor Shen is coordinator of the UI Chinese Language Program and Professor Ke is director of the Confucius Institute. Both members enjoy international reputations in research on L2 Chinese acquisition.

As the TCFL program provides rigorous training to students in both theories in Chinese second language acquisition and instructional pedagogy, having two FTEs for a program size of 8 students in the program at this point seems appropriate.

In addition to Professors Ke and Shen, Professor South Coblin of Chinese linguistics also teaches a required course on Chinese linguistics for the program.
How does the program compare with other similar programs? (e.g., National program rankings; comparison with peer group programs if available): Although there are no national rankings for MA programs in the area of second language acquisition, our graduate program in Chinese second language acquisition and Chinese language pedagogy has a national reputation. In a 2000 National Foreign Language Center review of the Iowa Ph. D. Program in Second Language Acquisition program (FLARE), it was stated that “The Chinese faculty component of FLARE is at present the best program for Chinese language acquisition research in the United States.” [Query - something missing here :In a NFLC Review of FLARE, 2000, p.2 ] In the fall of 2006, several external evaluators participating in Professor Ke’s promotion review to rank of full professor also highlighted the reputation of our graduate program in second language acquisition of Chinese and Chinese language pedagogy. One of them commented that “the University of Iowa has what I and other senior members of the field consider to be the strongest graduate program in the US in the L2 (second language) acquisition of Chinese, a fact that is largely attributable, I believe, to the participation of Professor Chuanren Ke.” The international reputation of our graduate program in Chinese second language acquisition and Chinese language pedagogy was also the decisive factor for the establishment of the Confucius Institute at The University of Iowa in 2006. Professor Ke and Professor Shen’s several successful external grant applications (most recently: The US Department of Education grant in 2005 ($125,000) with Shen as PI and the Henry Luce Foundation Grant in 2008 ($230,000) with Ke as PI) are also testimonies of the strengths of our program in Chinese language acquisition and pedagogy.

Current Strengths and Weaknesses of the Track: The most significant advantage of this program is that we have top-notch faculty members who attract strong candidates. Therefore the program enjoys a national reputation and our graduates are well placed. However, there is a bottleneck in the expansion of the program: financial aid. The College of Liberal Arts and Sciences has been very generous in providing TAships to our Chinese program. However, we always have many more excellent candidates than the TAships we receive can support. TAships play a dual role for our students: financial aid and teaching practicum. The teaching practicum is a crucial part for this program as without it our graduates may not be able to land teaching jobs. Our program always has many more highly qualified applicants than the level of our financial aid allows us to admit. For instance, in spring of 2009, out of the 21 applicants to our MA programs in Chinese, 19 were applicants to our TCFL track. Out of these 19 applicants, almost all were highly qualified for admission to our program. However, the number of our TAships could allowed us to admit only 4 of them.

Opportunities for potential growth or reorganization to improve graduate program excellence: The program has the two most important elements that a successful and sustainable graduate program should have: a critical mass of faculty and a high level of energy among the faculty. With Professor Ke joining the UI faculty in 1993 to develop the current form of the program and Professor Shen joining the program in 2002, the program faculty are staggered and remain productive in their research and teaching programs. These features will allow us to adapt our program to the future needs of the field as well as to promote advancement in research in the field.

Factors that the Task Force should consider in its deliberations: We bring value to the UI in several ways:
- The TCFL program, in conjunction with other units on campus, such as the Ph.D. Program in SLA (FLARE) and the Confucius Institute, has given the UI a strong reputation for the study of Chinese as a second language.
- Our students, all of whom are teaching assistants in our Chinese language program, are excellent classroom teachers and are the backbone of our Chinese language program staffing.
- We provide a program for excellent M.A. students to continue their academic study and to pursue a Ph.D. at Iowa (FLARE) or elsewhere.
- Our TCFL program also provides several courses that FLARE students focusing on Chinese second language acquisition can take, a feature that no other similar Ph.D. programs in the United States have.
- With increased demand for Chinese language studies in the US given the increasing role China plays in the global stage, there will be an increasing need for CFL teachers and for people with Chinese language and culture skills. With the strong collaboration with other units at the UI, we contribute to the internalization of the UI by enriching our China studies program and by participating in the international community of SLA scholars.
Appendix: Detailed Data on Current Enrollments and Placement in the Last Five Years

Current Enrollments:
Those enrolled in 2008:
Jia Zhu, Jia Lin, Xi Ma, and Juchun Wei

Those in enrolled in 2009:
Lini Ge, Yupeng Kou, Wenjing Xu, and Fengping Yu

Graduate placements for the past 5 years:
2009
Catherine Fillebrown, full-time teaching position at Bergen County Technical schools at Paramus, New Jersey
Ting Huang, full-time teaching position at New York University
Jingling Xiong, full-time teaching position at Wake Forest University
Shu Zhu, full-time teaching position at The University of Winnipeg, Canada

2008
Lisha Xu, full-time teaching position at University of New Mexico.
Yi-Tzu Huang, enrolled in FLARE PhD Program at UI

2007
Weidong Zhang, Assistant Professor at Winona State University, Winona, Minnesota
Xia Zhang, Full-time teaching position at University of Arizona, Tucson, Arizona
Lin Gu, enrolled in FLARE PhD program at UI

2006
Jianling Liao, full-time position as director of Chinese language instruction of CIEE in Shanghai. CIEE is the leading U.S. non-government international educational organization.
Jing Su, full-time teaching position at The University of Notre Dame.
Yunong Zhou, full-time teaching position at University of Pennsylvania.

2005
Guanyan Chen, enrolled in a PhD Program in Chinese pedagogy at Ohio State University

4. The Interdisciplinary Track in Chinese Studies

Students electing this track choose a departmental adviser and a primary mentor in another department/discipline, such as Anthropology, History, Comparative Literature, Art History, Political Science, or Religion. The adviser and the mentor work together with the student to formulate the student's program of elective courses. This track is intended to allow students to concentrate in disciplinary areas not represented within the department. The department is currently considering a revision in the requirements for this track. We often encounter students who are not yet committed to a doctoral program in Chinese Studies, but seek a variety of course work of a more pan-Asian nature. Thus, we anticipate further developing a stronger interdisciplinary body of courses to meet the needs of such students. The track currently has one student, Nathan Peterson (a PhD student in Art History).

M.A. IN JAPANESE STUDIES

The Master of Arts program in Japanese Studies consists of two tracks: Japanese Studies and Teaching Japanese as a Foreign Language (TJFL). The aim of the MA program for the TJFL track is to prepare students for the profession in teaching Japanese by providing both in-depth knowledge of teaching methodologies and hands-on training of teaching the language.
In the past five years, we have been accepting two to four applicants, most of whom selected our program at Iowa even though they were likewise accepted by other leading Japanese MA programs at other institutions. For the past two years, the Japanese MA Program has not accepted any new students. This is solely due to the July 2008 departure of the lead professor in Japanese pedagogy (which followed directly on the heels of her leave of absence in 2007–2008). The Department recognizes the critical need to hire a new tenure-track faculty member in Japanese pedagogy and is in the process of requesting approval for this hire.

Our MA graduates have obtained Japanese instructor positions at prestigious colleges and universities both in the United States and in Japan. The following is the list of schools that our graduates were employed in the past five years:

2003
Chiemi Hanzawa, Earlham College, Earlham, IN
Yoko Kawano, Kansai Gaidai University, Hirakata, Japan

2004
Michiko Nakagawa, Colby College, Waterville, ME

2005
Emiko Okayasu, Harvard University, Cambridge, MA

2006
Chika Kobayashi, University of Alabama, Tuscaloosa, AL
Ayaka Sogabe, Vanderbilt University, Nashville
Nami Ujihara, University of Michigan, Ann Arbor, MI

2008
Mayumi Ikeda, Franklin and Marshall College, Lancaster, PA
Fumi Iwashita, The University of North Carolina-Chapel Hill, Chapel Hill, NC
Kazue Kurokawa, Texas A & M University, College Station, TX

2009
Mitsuko Numata, Bowdoin College, Brunswick, ME

Our graduates have been successful in terms of research as well and have been successfully presenting at conferences in the field of second language acquisition and Japanese pedagogy. A brief sampling of those achievements is listed below:

2004
Michiko Nakagawa, A comparison of the effects of two processing instructions on JFL learners' task performance, San Diego.

2007

2008
Fumi Iwashita and Mitsuko Numata, Integrating content-based activities with structural syllabus in the beginning Japanese class. Association of Teachers of Japanese Seminar, Atlanta.

2009