I. Background Information

A. Title of Program: Transnational Asian Studies Certificate

B. Department(s)/Program(s): Economics, English, History, Languages, Management and Marketing, Political Science, Philosophy and Religious Studies, and Sociology

C. Administrative Home: Department of History

D. Division: X Undergraduate □ Graduate
   (Requires approval by APC*) (Requires approval by GC**)

E. Effective Year and Term for Implementation of Action: Fall 2016

II. Unit Approvals

A. Department Chair(s)/Program Director(s)

   SIGNATURES

   Date

   3/16/16
   3/17/16
   3/17/16
   3/31/16
   3/30/16
   4/4/16
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B. Dean of College

   SIGNATURES

   Date

   4/7/16

C. Chair, Academic Policies Committee

   SIGNATURES

   Date

   

D. Chair, Graduate Council

   SIGNATURES

   Date

   

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* APC = Academic Policies Committee
** GC = Graduate Council
III. Certificate program proposals should originate at the department/program level; all affected departments/programs must endorse proposals. Each proposal will include the following:

A. Context for the certificate program (any predecessor programs, relationship to existing programs, alignment with university mission);

This certificate would allow students to broadly explore Asia and the Asian diaspora. It also would complement existing area studies minor programs in Latin American Studies, Middle Eastern Studies, and Japanese, as well as the Middle Eastern Studies and Hmong Studies certificate programs.

By providing course work focused on global diversity, this certificate program will help the University provide "multicultural and international learning experiences for a diverse world" and "an inclusive campus community that challenges students to develop their intellectual, personal, cultural and social competencies." It will also provide educational opportunities responsive to the needs of our communities, state, region, and beyond," as the vast majority of the minority students and the minority population in Eau Claire is of Asian ancestry.

"Asia" in this proposal refers to East, Southeast, South, and Central Asia. This is the definition adopted by the Association for Asian Studies, the largest academic organization in North America dedicated to Asian Studies. This is roughly consistent with the definition of "Asian Americans" adopted by the Association for Asian American Studies. As such, the courses on West Asia (Middle East) are not included here, except for POLS 328 (Islam and Politics) and SOC 304 (Sociology of Middle East), which spend a significant amount of time discussing the contemporary issues in member countries of the South Asian Association for Regional Cooperation (SAARC), such as Afghanistan, Pakistan, and Bangladesh.

B. Rationale explaining need for the program (e.g., target audience(s), evidence of long-term need, anticipated enrollment);

If approved, this certificate will cater to the long-term needs of students of various family and cultural backgrounds. We have already seen a significant number of students declare topical minors in Asian/Asian American Studies/Hmong Studies, the Japanese minor, and relevant fields within the Liberal Studies major; many of them have pursued academic and non-academic careers in relevant fields, such as those in business, law, education, NGO, etc., after graduation.
Examples of alumni and their career paths are as follows. A graduate from the class of 2008 who pursued Japanese and Teaching English as a Foreign Language minors and a History major is now working on a Ph.D. in Japanese Studies at Sophia University, Tokyo, Japan. A second graduate of the class of 2008 who graduated with a Japanese minor and History and Economics majors has taught English in Japan for seven years and has just been accepted by law schools in the US. A Japanese minor, Religious Studies major graduate from the class of 2009 has also been teaching English in Japan since graduation. A recent graduate from the class of 2015 who had a topical minor in Transnational Asian Studies and a History major is now pursuing an M.A. in History at UW-EC while working in the Office of Multicultural Affairs.

Note that about 56% of the world’s population lives in East, Southeast, and South Asia and 4.7% of the US population is Asian American. The same percentage of Minnesota population was Asian American in the 2010 census, and so was 2.7% of the Wisconsin population. That was a 52.2% increase since 2000 in Minnesota, and 47.4% increase in Wisconsin. Reflecting the global and regional demographic realities and changes, UW-Milwaukee, UW-Oshkosh, UW-River Falls, and UW-Whitewater all have an Asian Studies minor. UW-Madison also has a variety of relevant programs. Thus, we have every reason to believe that the need for UW-EC students from all backgrounds to learn about the cultures of Asia and Asian diaspora will continue to grow.

It is hard to estimate the future enrollment for this program as certificates counting as a second degree program in place of a minor is a new option, but our current goal is 20-30 students.

C. Statement of benefits to students, the department(s)/program(s), college(s), and university;

This certificate will help the Departments, College and University promote global learning, equity, diversity, and inclusivity. It will also help achieve the meaningful and ambitious goal of increasing the minority student population from 8% in 2014 to 20% in 2024, as recommended by the Enrollment Management Task Force, by helping Asian and Asian American students explore, analyze, and discuss their heritage. The contribution of this certificate program will be great particularly since on this campus, about 50% of the US minority students and about 60% of the international students are of Asian ancestry.

We believe that this program will have power to attract minority students, especially those of Asian ancestry, based on our experiences as teachers of relevant courses. For example, as the chart below shows, we find a stark contrast between the percentages of students of Asian ancestry in HIST 152 (previously 252) (Modern East and Southeast Asia) and HIST 124 (World History to 1500), even though they were both taught by the same instructor (Reiko
Shinno) and have fulfilled the same university requirements (GE IV-C, Foreign Culture).

<table>
<thead>
<tr>
<th>Percentage of Students of Asian Ancestry</th>
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<tr>
<td><strong>HIST 152/252</strong></td>
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<tr>
<td>S 2016</td>
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<tr>
<td>F 2015</td>
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<tr>
<td>S 2015</td>
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<tr>
<td>Average</td>
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</tbody>
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Another good example is POLS 326 (Politics of Southeast Asia, Eunsook Jung). 44% of the students in the class were of Asian ancestry in Spring 2015 and 16% in Spring 2016.

D. Description of the academic component including:

i. **Learning goals and outcomes for students;**

   Learning goal: To gain knowledge of the experiences of the people of Asian ancestry.

   Learning outcome: Students will develop a depth of knowledge about the experiences of the people of Asian ancestry.

ii. **Specification of any program admission requirements, minimum GPA requirements for courses, GPA requirements for certificate completion above the university minimum, applicability of the S/U option;**

   None.

iii. **Course array, including specification of new, required and elective courses. If electives are allowed within the certificate program, an explanation of the proposed electives in light of the need for program cohesion should be included.**

   Please see attached. All the courses listed require students to understand and analyze experiences of peoples of Asian ancestry.

E. Description of the administration, staffing, and budgeting for the program, including:

i. **Faculty/staff participating in the certificate program;**

   - Executive Board: The following faculty members will maintain the program and advise the students. They teach courses, have interest in faculty-student collaboration, lead domestic and international immersion programs, and/or conduct research on topics relevant to the certificate program.
Eunsook Jung (Political Science), Tarique Niazi (Sociology), and Reiko Shinno (History).

- **Collaborating Faculty/Staff Members**: These faculty/staff members teach courses, have interest in faculty-student collaboration, lead domestic and international immersion programs, and/or conduct research on topics relevant to the certificate program.

  Rajarsh Aroskar (Accounting and Finance), Janice Bogstad (Library), Li-Ying Bao (Art and Design), Saori Braun (Kinesiology), Sanjukta Chaundhuri (Economics), Maria Dacosta (Economics), Selika Duckworth-Lawton (History), Jeremy Hein (Sociology), Chia-Yu Hsu (Music and Theatre Arts), Joseph Hupy (Geography and Anthropology), Won Yong Jang (Communication and Journalism), Jianjun Ji (Sociology), David Jones (English and Liberal Studies), Tomomi Kakegawa (Languages), Kaishan Kong (Languages), Yan Li (Economics), Ling Liu (Accounting and Finance), Der-Fa Lu (Nursing), Abraham Nahm (Management and Marketing), Joseph Orser (English and History), Asha Sen (English and Women's Studies), David Shih (English), David Soll (Watershed Institute and History), Ganga Vadhavkar (Communication and Journalism), Ka Vang (Student Support Services, Honors, and Languages), Charles Vue (Multicultural Affairs and Languages), and Nobuyoshi Yasuda (Music).

ii. **Proposed frequency of offering for courses included in the certificate program**;

An array of courses to choose from will be offered every semester. (Note, for example, 14 courses listed in Appendix were offered in Spring 2015, 17 of them were offered in Fall 2015, and again 17 of them in Spring 2016).

iii. **Proposed arrangements for ongoing advising for students in the certificate program**;

The four Executive Board members, listed in E-1 above, will be advising students in the certificate program.

iv. **Anticipated need for student support services for students enrolled in the certificate program**;

None.

v. **Identification of an administrative home for certificate programs involving more than one academic department/program**;

Department of History
vi. Funding needs to initiate and maintain the certificate program, including source(s) of funding and any needed resource reallocation;

None anticipated as the program utilizes existing course offerings.

vii. Impact on existing courses and programs.

This certificate program provides great support for other campus programs by advertising their courses every semester through our e-mail list.

It will draw support from the other programs by having their courses count toward our electives, but we do not think we would be too reliant on any one program, given that so many programs are already offering relevant courses.

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Additional Information

• For complete information, see Policy Statement on Credit-Bearing Certificate Programs at http://www.uwec.edu/CAS/faculty/infoandforms.htm.

• Submit the certificate proposal electronically to College of Arts and Sciences Office for review (cassidml@uwec.edu or nilsena@uwec.edu).

• Finalized proposals will be considered by the College of Arts and Sciences Curriculum Committee (CASCC). The CASCC will route the approved proposal to APC or GC as appropriate.
APPENDIX

Curriculum

CERTIFICATE PROGRAM: TRANSNATIONAL ASIAN STUDIES

Minimum of fifteen credits from at least three course prefixes selected from the following list. At least two courses must be 300-400 level. A maximum of three credits may be applied to both the student’s major and the certificate program.

- ECON 353 Economics of Pacific Asia (3 credits)
- HUMS 110 Hmong Civilization, Culture and Contemporary Issues (3 credits)
- HIST 152 Modern East and Southeast Asia (3 credits)
- HIST 212 Hmong and America (3 credits)
- HIST 388 History of China (3 credits)
- HIST 389 History of Japan (3 credits)
- HIST 345 Vietnam War (3 credits)
- POLS 324 Politics of Asia (3 credits)
- POLS 326 Politics of Southeast Asia (3 credits)
- POLS 328 Islam and Politics (3 credits)
- POLS 329 Political Violence (3 credits)
- RELS 312 Buddhism: Past and Present (3 credits)
- RELS 313 Tibetan Buddhism (3 credits)
- RELS 314 Hinduism (3 credits)
- RELS 323 Japanese and Chinese Religions (3 credits)
- SOC 304 Sociology of the Middle East (3 credits)
- SOC 312 Race and Ethnicity in the US (3 credits)
- SOC 366 Society in Contemporary China (3 credits)
- Up to 4 credits from Asian language courses:
  - CHIN 101 Beginning Chinese I (4 credits)
  - CHIN 102 Beginning Chinese II (4 credits)
  - CHIN 201 Intermediate Chinese I (4 credits)
  - CHIN 202 Intermediate Chinese II (4 credits)
  - HMNG 101 Beginning Hmong I (4 credits)
  - HMNG 102 Beginning Hmong II (4 credits)
  - JAPN 101 Beginning Japanese I (4 credits)
  - JAPN 102 Beginning Japanese II (4 credits)
  - JAPN 201 Intermediate Japanese I (4 credits)
  - JAPN 202 Intermediate Japanese II (4 credits)
- Up to 3 credits from travel abroad courses:
  - INTB 361 International Experience in India (3 credits)
  - INTB 362 International Experience in China (3 credits)
Courses such as those below may count toward this certificate program when a substantial portion of the course covers Asian or Asian American topics with consultation and approval from the minor advisor.

- ENGL 230 Survey of World/Postcolonial Literature (3 credits)
- ENGL 268 Survey of American Ethnic Literature (3 credits)
- ENGL 330 Topics in World/Postcolonial Literature (3 credits)
- ENGL 368 Topics in American Ethnic Literature (3 credits)
- ENGL/WMNS 396 Studies in Women's Literature (3 credits)
- FLG 150 Foreign Civilization and Culture (3 credits)
- FLTR 392 Foreign Film as Cultural Expression (3 credit)
- HIST 317 Studies in History of Race in the US (3 credits)
- HIST 319 Studies in Comparative, Transnational, and Pacific World History (3 credits)
- IDIS 302 Race and Racism in the US (3 credits)
- RELS 100 Introduction to the Religions of the World (3 credits)
- SOC 301 Environmental Sociology (3 credits)
- Honors courses
- Special Topics courses