

**Department of East Asian Languages and Literatures  
The Ohio State University**

**Supplement to the University  
GRADUATE STUDIES HANDBOOK**

**Version of 30 August 2018**

<http://deall.osu.edu>

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**THE OHIO STATE UNIVERSITY  
DEPARTMENT OF EAST ASIAN LANGUAGES AND LITERATURES  
GRADUATE INFORMATION**

The Department of East Asian Languages and Literatures (DEALL) offers courses leading to the Master of Arts and Doctor of Philosophy in East Asian Languages and Literatures, with specialties in Chinese or Japanese literature, linguistics, or language pedagogy; and the Master of Arts in East Asian Languages and Literatures with specialty in Advanced Chinese language and culture. The graduate program is designed to give students the opportunity to achieve a high level of scholarly competence and to develop the capacity to contribute knowledge to their field.

DEALL follows University rules and procedures detailed in the *Graduate School Handbook* (hereafter GSH). The latest version, which is continually updated, is accessible as a [webpage](#) or as a [PDF](#).

See also the *Graduate School Bulletin* posted at the same website.

The following guidelines supplement and overlap with general University procedures, and are specific to the DEALL program. More information on faculty and program can be obtained at the [DEALL website](#).

**ADMISSION**

Application to the program is to be made only on-line at the site provided by the Admissions Office. For general admissions information, see the [graduate admissions website](#). To apply on-line, go to [graduate applications website](#).

The deadline to apply for the University Fellowship competition is November 30. The deadline to apply for regular admissions and graduate associateships is December 1.

Prospective students should send their application materials to Admissions at the following address:

Graduate Admissions Office  
P.O. Box 182004  
Columbus, OH 43218-2004

**I. M.A. Program Admission**

A. Requirements

1. B.A. in Chinese or Japanese, or the equivalent.
2. Minimum undergraduate GPA of 3.00 (B) on a 0.00–4.00 scale. If you have some graduate level work or have completed a graduate degree, a 3.00 *graduate* GPA is required. See below for exceptions.
3. Complete transcripts of all previous college-level study.
4. A statement of purpose.
5. Three letters of recommendation. Each letter must be submitted on official academic or business letterhead.
6. Curriculum vitae.

For applicants seeking financial aid or who have a GPA lower than 3.00 (B)

7. GRE scores (Verbal, Quantitative, and Analytical). The scores are acceptable within five (5) years from the date of the test.

For international applicants

8. Minimum Test of English as a Foreign Language (TOEFL) score of 90 IBT, 577 paper, 233 CBT. The tests must have been taken within the previous two years. (Applicants are exempt if they have received a bachelor's or higher degree from a university in one of the designated countries. See Admission Information for International Applicants for details.)

It is recommended that a writing sample be included.

B. A student entering the Masters program without the stipulated preparation must demonstrate a reading knowledge of either Chinese or Japanese (modern and/or literary) equivalent to three (3) years of study at Ohio State.

C. A student may be admitted conditionally and required to satisfy certain B.A. requirements before being granted regular graduate admission.

D. The M.A. curriculum is designed for students to enter in the autumn semester. Those proposing to enter during another semester must contact the Graduate Studies Committee Chair.

## **II. Ph.D. Program Admission**

Students will be initially admitted only into the Masters program so that the faculty can become acquainted with the breadth and depth of their previous educational experience. Each student must pass an evaluation in the appropriate language set by the graduate faculty members in that language area before being admitted to the Doctoral program. Upon the successful evaluation, the admission to the Doctoral program becomes effective from the following semester for those with an M.A. in hand, and from the semester immediately following the completion of the M.A. degree for those without an M.A. at the time of application. Those who are admitted to the Doctoral program while completing an M.A. must complete all requirements for the M.A. within the semester immediately following the evaluation semester. If a student cannot complete the M.A. within the semester, the graduate faculty in the appropriate language area reserves the right to reevaluate the candidate. An M.A. degree is a prerequisite for Doctoral admission.

A. For a student who holds an M.A. or expects to receive an M.A. from another institution or another department:

1. The evaluation will be held in the second semester of the first year.
2. After reviewing the submitted materials and assessing the student's academic performance, the faculty will vote to allow the student to (1) continue, (2) require another evaluation to take place within a year, or (3) deny the student's continuation in the Ph.D. program.
3. The student denied continuance in the Ph.D. program may opt to complete a terminal M.A. in the Department.

B. For a student who is completing an M.A. in DEALL,

1. The evaluation will be held in the final semester of the Master's program.
2. After reviewing the submitted materials and assessing the student's academic performance, the faculty in the appropriate language area will vote to admit or deny entry into the doctoral program.

C. The evaluation consists of a review of the following materials, to be submitted by the student to the Graduate Studies Committee Chair:

1. A three-page, double-spaced statement of purpose in which the student describes his/her plan of study for the Ph.D. program, including fields of interest, projected course work, and possible dissertation topics.
2. Two research papers that reflect the best of the student's work.
3. Up-to-date OSU graduate transcripts (for those who attended OSU).
4. A reference letter from the advisor.

Those with an M.A. in hand and who were originally admitted to the Masters program may, in certain cases, petition to be reconsidered for the Doctoral program during their first year. In such cases, the applicant must consult with his/her advisor first and provide evidence of background sufficient to carry out the Doctoral program. The advisor then consults with the Graduate Studies Committee. The Graduate Studies Committee reviews the case and makes a recommendation of either (1) allowing the student's application to the Doctoral program to be evaluated by the faculty members of the appropriate language area, or (2) asking the student to wait until the following year. This evaluation must be done well in advance of the Ph.D. application deadline. Those who received an M.A. from DEALL more than two years before the prospective Ph.D. admission year must follow C1 and C2 above, and submit three reference letters for their evaluation, including one from their DEALL advisor.

### III. Deferral

GSH II.5 states:

*Graduate School admission is valid only for the semester or session and year indicated in the letter from the Admissions Office. An admitted student wishing to defer enrollment should contact his or her graduate program office to see if the program can accommodate the request. All application material becomes the property of The Ohio State University and will not be returned to the applicant or forwarded to another institution.*

### FINANCIAL AID

The Ohio State University has a generous program of financial aid. The aid comes in two principal forms: *Fellowships*, which provide a stipend and tuition waiver and which require no service from the student; and *Graduate Associateships*, which provide a stipend and tuition waiver, but which require a work commitment from the student in teaching, research, or administration. Applicants must indicate on the application form their desire to be considered for financial aid. Once this is done, each student will be considered by the Department Graduate Studies Committee for all forms of graduate aid for which s/he might be eligible.

*Susan Huntington Dean's Distinguished Fellowships (DDU), Distinguished University Fellowships (DUF), University Fellowships (UF), Dean's Graduate Enrichment Fellowships (DGE), and Graduate Enrichment Fellowships (GE)* are available only to entering first-year graduate students, these are awarded in a University-wide competition held once annually. Each department nominates applicants of exceptional promise, and a central committee chooses the final recipients. Because of the form of the competition, the Department cannot predict how many Fellowships it will have in any year. While the Fellowship cannot be continued into succeeding years, students who demonstrate high performance in their first year are normally awarded Graduate Associateships in succeeding years.

*Foreign Language and Area Studies Fellowships (FLAS)* are available from the East Asian Studies Center. Application must be made directly to East Asian Studies Center, 140 Enarson Classroom Building, 2009 Millikin Road, Columbus, OH 43210. Open only to US citizens and permanent residents.

*Graduate Associateships*: Both native and non-native speakers of Chinese, Japanese, or Korean are considered for associateships. Most are assigned to teach language or culture courses; others are appointed to research or office duties. Associateships are awarded to incoming and continuing students by the Chairperson upon recommendation by the Graduate Studies Committee.

*Presidential Fellowships*: University-wide Fall and Spring competitions open to doctoral candidates. Nominations are made by the Department to the Graduate School. Students do not apply. Qualified students must have completed all course work, passed their Candidacy Examinations, and been admitted to candidacy. Students are required to register for twelve (12) hours of dissertation research (8999) each semester they hold the Fellowship. No other appointment may be held simultaneously.

*Further Financial Aid Opportunities*: Information about other financial aid may be obtained through the Office of Student Financial Aid, The Ohio State University, 4<sup>th</sup> Floor SAS Building, 281 West Lane Avenue, Columbus, OH 43210. Telephone number: (614) 292-5587.

#### N.B. Conditions of Financial Aid

While it is normally expected that aid will remain with the student for the full period of the award, poor performance in study or work obligations may result in the cancellation of an award at the end of the semester in which poor performance has been determined by the Graduate Studies Committee and/or the Department Chairperson. Students are evaluated at the end of each academic semester. Continuing aid is not guaranteed beyond the specified period of an award. Associateships are determined by enrollment and Departmental needs. For further information concerning Graduate Associateships, see DEALL's *Guidelines for Graduate Associates*.

*Travel Grants*: DEALL provides limited travel support for graduate students who are presenting papers at professional conferences. Such students and those who require research abroad are encouraged to apply for other grants available from various units of the University, such as the College of Arts & Humanities (Graduate Research Small Grants), Office of International Affairs (International Research, Student Program Grants); and Council of Graduate Students (Edward Ray Travel Awards). For current information, please see their websites.

### Additional Guidelines for Graduate Associate Appointment:

The Department and the College of Arts & Sciences stipulate the following conditions and guidelines for Graduate Associate appointment:

For students in the M.A. program, the Department permits a total of two (2) years of support.

For students in the Ph.D. program, support is limited to five (5) years. This includes years of support for study toward the M.A. A sixth year of support is possible through petition.

Fellowships or grants received from outside the University (e.g. FLAS, Fulbright) will not adversely affect the years of support available to Graduate Associates.

Department award decisions are final.

### **STUDY AND RESEARCH ABROAD**

DEALL offers its graduate students opportunities to acquire part of their education in China or Japan. Students maintain their full-time status at OSU while abroad, thus allowing them to keep any financial aid they have through OSU. Students must complete the study plan in consultation with their advisors before going abroad.

Ohio State has study abroad programs in China at Qingdao Haiyang University and Wuhan University. The department has scholarly contacts at faculty and student levels with Huazhong Science and Technology Institute (HUST) in Wuhan, Nanjing University, Suzhou University, East China Normal University, the College of Arts & Humanities at Shanghai University, the Research Institute of Comparative Cultural and Literary Studies at Beijing University, Beijing Language Institute, and the National Chung-Cheng University in Taiwan.

In Japan, Ohio State has active study abroad programs with Hokkaidō University, International Christian University (ICU), Nanzan University, Tenri University, University of Tsukuba, Waseda University, Kōbe Shoin Women's University, and the Inter-University Center for Japanese Language Studies in Yokohama (Stanford Center). The Department also has scholarly contacts at faculty and student levels with Toyama University, University of Shizuoka and University of Tokushima.

Additional opportunities for scholarly exchange and research abroad are being developed for both China and Japan. All exchange opportunities are offered on a competitive basis. Contact the Department Office for more information.

Advanced students are encouraged to apply for dissertation fellowships offered by various foundations and finish part of their dissertation research in China or Japan, or at relevant institutions elsewhere.

### **ENGLISH PLACEMENT TEST FOR INTERNATIONAL STUDENTS**

The English/Second Language and the Spoken English Programs screen international students [shortly after their arrival on campus], for spoken English proficiency and provide course work for those judged deficient in English language skills. This screening takes the form of a written test, called the "Composition Placement Test" and a spoken test, called the "SPEAK Test."

A. Students who are not appointed Graduate Teaching Associates (GTA):

1. Students whose TOEFL score is below 650/280 (iBT 90) must take the written Composition Placement Test.
2. The SPEAK Test is optional.

B. Students who are appointed as Graduate Teaching Associates:

1. Students whose TOEFL score is below 650/280 (iBT 90) must take the written Composition Placement Test.
2. The SPEAK Test is required for potential GTAs, regardless of the TOEFL score.

For details of the SPEAK Test, contact the Spoken English Program; and for the “Composition Placement Test” contact the English as a Second Language Program.

## **DESCRIPTION OF THE PROGRAM**

See the current GSH for general degree requirements. Responsibility for following procedures and deadlines rests with the student.

### **I. The Masters Program**

The Masters program is designed to give students a broad foundation in the scholarly traditions of Chinese or Japanese language, linguistics, and literature, together with increased training in language skills. Frequently, a student will choose to specialize in an area of linguistics, literature, or language pedagogy. All students are required to take the core courses listed below. Both thesis and non-thesis options are available. Students are expected to complete all requirements for the Masters degree within two years. In special circumstances, an extension of this period of one or more semesters may be granted by the Graduate Studies Committee, but the total length of time used to fulfill degree requirements shall in no case exceed five (5) consecutive years.

#### **A. Core Requirements**

1. Core Requirements for the Chinese M.A. (18 credit hours)\*

Three (3) credit hours of Chinese bibliography and methodology: C8500

Three (3) credit hours of East Asian language pedagogy, from the following options:  
EALL7700, 7701, 7702, 7703, 7704, 7705

Six (6) hours of Chinese linguistics: C5380 plus one of the following options:  
C5381, 5383, 5387, 7382, 7384, 7385, 7386, 8382, 8384, 8897

Six (6) hours of Chinese literature: one course in traditional literature:  
C5400, 6451, 6452, 6453, 8471, 8472, 8473, 8474, 8475, 8897 (traditional literature iteration)

and one course in modern literature:

C7461, 7462, 7463, 7464, 7465, 7466, 7467, 7468, 7470, 8897 (modern literature iteration)



*\*This set of requirements does not apply to the specialty in Advanced Chinese Language and Culture.*

2. Core Requirements for the Japanese M.A. (21 credit hours)

Three (3) hours of Japanese Bibliography: J8500

Three (3) hours of East Asian language pedagogy, from the following options:  
EALL7700, 7701, 7702, 7703, 7704, 7705, J7700, 7703, 7704

Six (6) hours of Japanese linguistics:  
J5380

plus one of the following options

J5112, 5381, EALL6383, J7382, 7384, 7386, 7387, 7388, 7392, 8387, 8897

Six (6) hours of Japanese literature: one of  
J5400, 5454, J5455, J5456,

plus one of the following options:

J5112, 7451, 7452, 7453, 7454, 7455, 8470, 8477, 8897 (literature iteration), E5475

Three (3) hours of Classical Japanese: J5111 (J5112 also possible)

N.B. A course in Classical Japanese (J5112) cannot be used to meet the requirement for both Japanese linguistics/literature and Classical Japanese. Core requirements can be satisfied either by taking the courses or by demonstrating equivalent knowledge.

3. Core Requirements for the M.A. in Advanced Chinese Language and Culture

*Year One* (total 28 credit hours)

Summer (non-credit): Pre-Flagship Program (remedial language)

Fall: (14 credit hours): 7660 (3), 7617 (3), 7655 (3), 7671.51 (research project, 5 credit hours)

Spring: (14 credit hours): 7615 (3), 7650 (3), 7670 (3), 7672.51 (research project, 5 credit hours)

*Year Two* (4-6 total credit hours)

Summer Pre-Capstone (non-credit): based in Qingdao, working individually with mentor

Fall: Capstone (non-credit): University Enrollment and Internship

Spring: MA thesis/project (6998 or 6999, 4–6 credit hours)

N.B. Exemptions from specific courses do not reduce credit hour requirements for any of the five core areas.

4. Number of Required Credit Hours

A minimum of 30 graduate credit hours is required by the Department to earn an M.A. Full-time graduate students and GTA/RAs are expected to register for at least 8 credit hours per semester. Recipients of a Presidential Fellowship must register for at least 12 credit hours each semester. At least half the credit hours you take must be graduate credit hours, and at least half must be taken in offerings by this Department unless an exemption to the rule is granted by the student's advisor and the Graduate Studies Committee. Graduate credit is for courses 5000 or above in DEALL and 4000 or above in other departments. During the summer semester, a GA is expected to sign up for at least 4 credit hours. A student must be registered for at least 3 credit hours in the semester in which graduation is expected.

5. Elective Courses (12 credit hours)

With the consultation and approval of the advisor, M.A. candidates will select courses in this and other relevant departments. A maximum of 9 credit hours of 6193 (Independent Study) and a maximum of 9 hours of 6999 (M.A. Thesis) will be counted toward graduation. 6193 is not a substitute for a regular language course. Incoming Teaching Associates are required to take EALL 8701 (Pre-session Workshop on the Teaching of College-level Chinese/Japanese). Credit hours earned in 8701 do not count toward graduation.

6. Transfer Credit hours

No credit hours may be transferred for study completed at other institutions at M.A. level.

Students in Advanced Chinese Language and Culture can transfer credit from direct enrollment courses that are approved by their graduate advisors and undertaken while enrolled in DEALL as a Flagship student.

**B. Progress toward the Degree**

1. During the first semester of study, each new student will be assigned an advisor. The student may change the advisor upon consultation with and approval of the Graduate Studies Committee Chair and the faculty involved.
2. The M.A. is usually expected to be completed in two academic years of study. In exceptional cases, students who enter with advanced preparation may, after evaluation by the advisor and the Graduate Studies Committee, be permitted to complete the degree in a shorter period of time.
3. In the first semester of the second year of study, the student should, with the advisor's approval, select the other members of the Master's Examination Committee, which administers the Master's Examination and/or directs the Master's thesis. The Committee must be composed of at least two graduate faculty, including the student's advisor. The membership of the Committee should be reported to the Graduate Studies Committee Chair immediately upon its formation. Where the student's areas of concentration so require and where approved by the Graduate Studies Committee Chair, one member of the committee may be from another department.
4. The student and the Master's Examination Committee will then review the student's progress. If the student is working on the non-thesis option, the parameters of the examination will be set at this time. If the student is planning to write a thesis, the topic of the thesis is normally decided at this time.
5. M.A. students are permitted to take a maximum of 3 years of leave of absence. However, student status will be deactivated after 2 years and re-enrollment requires the approval of the Graduate Studies Committee (GSH III.2 and VI.1).
6. For academic standards, see GSH V.

**C. The Master's Examination**

The Master's Examination is a test of the student's knowledge of the field. It is the final validation of performance for that degree. The Master's Examination, either under the thesis or the non-thesis option, is taken after submitting the *Application to Graduate* form during the semester in which the student plans to graduate.

## 1. Non-thesis Option

Students taking the non-thesis option must complete a written examination, normally in the Spring semester. The examination consists of the following:

M.A. in Chinese: Each student must assemble his or her Master's Examination Committee and discuss the contents of the exam with the committee members as a group by the end of the semester immediately preceding the exam semester. The committee, which consists of two to four members of Chinese graduate faculty, assumes the responsibility of grading exams. The exams are take-home, and must be completed within forty-eight (48) hours. It consists of five sections, one each on Chinese linguistics, Chinese literature, Chinese bibliography, Chinese pedagogy, and the student's specialty. The exams may include reading in modern and/or classical Chinese, selected in consultation with members of the student's committee.

M.A. in Japanese: Each student must form his or her Master's Examination Committee and discuss the contents of the exam with the committee members by the end of the semester immediately preceding the exam semester. The exam is take-home, and must be completed within twenty-four (24) hours. It consists of four sections, one each on Japanese linguistics, Japanese literature, and Japanese pedagogy, with an additional section devoted to the student's specialty. The exam may include reading in modern and/or classical Japanese, selected in consultation with members of the student's committee.

Students in Advanced Chinese Language and Culture may chose a non-thesis option by submitting previously approved master's project, having it accepted by their Master's Examination Committee, and passing an oral examination which need not be confined to the content of the project. All work is to be conducted in Chinese.

## 2. Thesis Option

Students taking the thesis option must submit a complete, typed thesis draft to the Master's Examination Committee at least one month prior to the proposed examination date. If major revisions are needed, the committee may require a new version of the thesis to be handed in by a stated deadline prior to the final examination. The Department does not expect faculty to read or approve theses that are not completed in this manner. Each student is urged to cooperate very closely with advisors and committee members regarding completion of thesis work. The draft must conform to format requirements described in GSH VI.4. The thesis must not include material restricted from publication.

Master's theses in Advanced Chinese Language and Culture are to be written in Chinese.

The thesis draft must be approved by the Master's Examination Committee, and the student must complete a two-hour oral examination, which need not be confined to the thesis topic.

During the oral, which must take place during normal University business hours, the advisor will serve as the Chairperson of the Master's Examination Committee. All Committee members must be present and are expected to participate fully in questioning and in the discussion and decision of the result.

Oral examinations in Advanced Chinese Language and Culture are to be conducted in Chinese. All oral thesis examinations are open to the public.

Other faculty members and graduate students may attend the examination. However, only the Master's Examination Committee members can be present for discussion of the student's performance and the decision about the outcome.

Each examiner indicates judgment by signing the Master's Examination Report form that must be submitted to the Graduate School by the published deadline for the semester or summer session of graduation. The advisor notifies the students and the Graduate Studies Committee of the Master's Examination Committee's decision.

If the student satisfactorily completes the Master's Examination and if the student presents an acceptable thesis, the Master's Examination Committee members indicate approval of the thesis by signing the Thesis Approval Form. The Thesis Approval Form must be submitted to the Graduate School by the published deadline for the semester or summer session of graduation.

The thesis must be submitted to the Graduate School by the published deadline for the semester or summer session of graduation. The final thesis must be submitted electronically as a PDF document to OhioLink (the Ohio Library and Information Network).

The student must submit two bound copies of the final thesis, one to the advisor and another to the Department. Either bound or unbound copies are furnished to the other members of the Committee.

### 3. Grading

M.A. Examinations are graded High Pass, Pass, or Fail and reported to the Graduate School as either satisfactory or unsatisfactory.

If the student fails the M.A. Examination, the Master's Examination Committee must decide whether s/he will be allowed to take a second examination. This decision is recorded on the *Master's Examination Report* form. If a second examination is held, the Master Examination Committee must remain the same, unless a substitution is approved by the Graduate School.

A student who has failed the M.A. Examination twice in one program is not allowed to take another M.A. Examination in that program.

## II. Doctor of Philosophy

The Department awards the degree of Doctor of Philosophy in East Asian Languages and Literatures with specializations in Chinese or Japanese literature, linguistics, or language pedagogy. Within these broad categories, the faculty can direct dissertation research in a wide range of fields.

### A. Fields of Study

1. Students must take at least thirty (30) non-dissertation credit hours—normally ten (10) courses—offered by the Department or other departments or divisions (e.g. Linguistics, Comparative Studies) (GSH VII.2). Normally, therefore, an additional twenty (20) credit hours will be taken in courses relevant to dissertation research (see B.1. below). Note that these are not confined to 8998 or 8999, and may be taken prior to candidacy (see GSH on continuous enrollment policy).

2. Of the minimum thirty (30) credit hours of non-dissertation coursework, 18 (six courses) will normally be in the Major Field of Study and 6 (two courses) each of two Minor Fields of Study.
3. As noted above, there are six fields of specialization: Chinese or Japanese literature, linguistics, or language pedagogy. Examples of major and minor fields within these categories would be premodern poetry, contemporary drama, film studies, sociolinguistics, syntax, materials development, and second-language learning. The spirit of interdisciplinarity within the faculty is strong. The following outline may be a helpful guide to the range of faculty interests:

#### Performance

Literary and oral genres of performance art (e.g. Yuan drama, Noh theatre, modern Chinese drama, Korean and Chinese folklore and storytelling)  
 Language use in East Asia (e.g. psycholinguistics, pragmatics)  
 Language pedagogy  
 Translation

#### Early texts

Pre-modern literature  
 Historical linguistics and philology  
 Literary languages of China and Japan

#### Modern culture

Late 19th- and 20th-century literature and the media  
 Linguistic analysis (syntax, phonology, dialectology)  
 Language/culture contact and interaction

These categories merely suggest the range of fields that may be approved for dissertation research; in practice, they overlap significantly, and some dissertation research may involve more than one language, including Korean. For current information on the faculty and recent dissertations, see the Department website <http://deall.ohio-state.edu/>. For other possible dissertation topics, see the following keywords for faculty specialties and research and teaching interests:

#### Mark Bender

Oral literatures in China: Han local cultures, ethnic minority nationalities  
 Performance studies  
 Folklore  
 Ethnopoetics  
 Translation studies

#### Marjorie K.M. Chan

Chinese linguistics  
 Phonetics and phonology  
 Dialectology (synchronic and diachronic)  
 Language and gender studies  
 Humor and discourse analysis  
 Computer technology  
 Ethnolinguistics and Asian American studies

#### Kirk A. Denton

Modern Chinese literature: fiction and prose of the Republican period, literary criticism, reception of Western literary thought, literary societies, literature of the war period; images of home and returning home  
 Modern intellectual history, especially late Qing and May Fourth

Chinese film and popular culture  
Chinese museology and historical memory

Naomi Fukumori

Classical Japanese literature: Nara and Heian periods; the diary, *monogatari*, and *zuihitsu* traditions  
Chinese learning within the premodern Japanese literary context  
Canonization issues in Japanese literature  
Comparative East Asian women's writing, premodern and modern  
Japanese American literature  
Gender and sexuality

Meow Hui Goh

Pre-modern Chinese Poetry  
Wei, Jin, and Northern and Southern Dynasties literature  
Chinese tonal prosody and poetics  
Chinese court culture and literature  
Literary, cultural, and historical memory  
Medieval Chinese text and textual culture

Xiaobin Jian

Chinese language pedagogy  
Comparative cultural studies  
Cross-cultural communication

Pil Ho Kim

Modern Korean society and culture  
Korean popular music and cinema

Mineharu Nakayama

Japanese psycholinguistics: first and second language acquisition, lexical and sentence processing  
Japanese syntax and comparative syntax  
Japanese lexical semantics  
Japanese pragmatics

Mari Noda

East Asian language pedagogy, especially Japanese  
Curriculum design  
Material development  
Testing  
Conversational analysis

Chan Park

Korean classical and modern literature  
Korean-American literature  
Early texts in oral narrative and lyrical tradition  
Traditional performance today  
Korean language teaching

Danielle Ooyoung Pyun

Korean language and pedagogy: pedagogical syntax, second language acquisition, materials development  
Korean culture

Charles Quinn

Pedagogies of language in culture  
Early Japanese discourse and grammar, evidentiality, language change  
Indexicality and deixis  
Performative dimensions in all of the above

Shelley Fenno Quinn

Medieval Japanese literature, culture, and language  
Pre-Meiji drama and drama theory  
Noh theatre, early and modern  
Issues of tradition and modernity in Japanese theatre  
Performance studies

Patricia Sieber

Pre-20th century Chinese drama and theories of drama  
Pre-20th century fiction and fiction criticism  
17th–19th century cultural relations between China and Europe, especially Germany  
Print and visual culture  
Representations of sexuality and gender  
Cultural studies

Richard Torrance

Modern Japanese literature, especially Japanese Naturalism  
Prewar, modern Japanese literary stylistics  
Meiji and Taishō popular literature and criticism  
Meiji and Taishō socialist and social literature  
Regional literatures, especially Izumo, Okayama, and Ōsaka  
Modern *haiku*

James Marshall Unger (Faculty Emeritus)

Early history of the Japanese language  
History of script reform and literacy  
Writing systems and computers  
Second language learning

Galal Walker

Chinese language pedagogy: pedagogical representations of Chinese language and culture, computer applications in language learning, language program design and curriculum development  
Early Chinese literary traditions: pedagogy and transmission of poetic genre, East/West comparative studies in thought and form

Jianqi Wang

Chinese language pedagogy: computer assisted language learning and instruction, distance education  
Chinese syntax and semantics (cognitive approach)  
Chinese psycholinguistics (second language acquisition)  
Chinese computational linguistics (language processing)  
Classical Chinese and its modern utilization

Zhiguo Xie

Chinese semantics, syntax, and the syntax-semantics interface  
General semantic and syntactic theory  
Chinese sociolinguistics

Chinese legal system

Etsuyo Yuasa

Japanese linguistics

Japanese language pedagogy

## **B. Credit, Residence, and Language Requirements**

1. A minimum of 50 graduate credit hours beyond the M.A. (or 80 graduate hours beyond the B.A.) is required for the Ph.D. All full time graduate students prior to the Candidacy Examination must register for at least 9 credit hours per semester, except the semesters of the Candidacy Examination, the Final Oral Examination, and expected graduation, during which a minimum of 3 credit hours is required. Students prior to the Candidacy Examination who receive and wish to maintain Graduate Associateships must register for at least 9 credit hours each semester. Recipients of a Presidential Fellowship must register for at least 12 credit hours each semester. At least half the credit hours must be graduate credit hours, and at least 6 credit hours (8999 or non-8999) must be taken in offerings by this Department unless an exemption to the rule is granted by the student's advisor and the Graduate Studies Committee. Graduate credit hours are earned for DEALL courses numbered 5000 or above or courses outside the department numbered 4000 or above. During the summer semester, a GA is expected to sign up for just 4 credit hours. Doctoral students with a 50% GA appointment who have passed the Candidacy Examination must register for 3 credit hours. Students are required to continuously enroll in 3 credit hours after successfully passing the Candidacy Examination.
2. If the M.A. was earned at Ohio State and the student has taken graduate hours in excess of the minimum required for the M.A., the student's advisor, with the approval of the Graduate Studies Committee, notifies the Graduate School of the courses to be counted toward the 50 graduate credit hours required for the doctorate. No more than 9 hours of research (6999) from the M.A. may be counted in this fashion. This notification must occur by the end of the second semester of enrollment in the Ph.D. program.
3. The following residency requirement must be fulfilled after the M.A. or after the first 30 hours of graduate credit have been completed (GSH VII.2):

A minimum of 24 graduate credit hours must be completed at this university.

4. A total of 30 M.A. credit hours from previous institutions in related fields can be transferred upon admission to the Ph.D. program. A maximum of 12 additional graduate credit hours can be transferred from beyond the M.A. from other institutions. An approval from the Graduate Studies Committee Chair is required for any transfer of credit hours.
5. One supporting language (i.e., other than the primary language of the student's studies) that will help enhance the student's research capability and/or help fulfill her/his professional goals is required with a minimum of 4 semesters of study or its equivalent. This language is decided in consultation with the student's advisor and with the approval of the Director of Graduate Studies.

## **C. Progress toward the Degree**

1. All Ph.D. students will consult with the Graduate Studies Committee Chair in choosing an advisor. The advisor must have Graduate Faculty Category P status.



2. By the autumn of the second year of study, the student should, with advisor consultation, select the fields of concentration that will later form the basis of the student's Candidacy Examination.
3. The major field of concentration consists of at least thirty (30) hours in Chinese or Japanese linguistics, literature, or pedagogy, including at least two higher-level seminar courses. The student should choose one minor field of at least nine (9) credit hours. Electives (a minimum of 3 credit hours) can be chosen from courses offered by DEALL or other departments. All courses should be chosen in consultation with and approval of the advisor.
4. Simultaneously with the above, the student should, with advisor approval, select the other members of the Advisory Committee, who should be representative of the areas of the student's specialization.
5. The Advisory Committee is composed of at least four (4) authorized graduate faculty members, including the student's advisor.
6. The Candidacy Examination may be taken or begun at any time thought appropriate by the student's Candidacy Examination Committee and the Graduate Studies Committee but must be completed no later than two semesters, or one semester and a summer session, before graduation.
7. The student who has successfully passed the Candidacy Examination must submit to the Graduate Studies Chair by the end of the same semester in the following academic year his/her own dissertation prospectus with the approval signatures of the Advisory Committee members including the Advisor.
8. Ph.D. students are permitted to take a maximum of 4 years of leave of absence at any stage prior to the Candidacy Examination (including work toward his or her M.A.). However, the student status will be deactivated after 2 years and their re-enrollment requires the approval of the Graduate Studies Committee (see the GSH III.2 and VII.2). Leaves of Absence need to be approved by the Graduate School for those who enter the program on or after Autumn 2012.

#### **D. The Candidacy Examination**

Rules concerning the preparation of the candidacy examination in general, the written portion, the oral portion, and the final results are found, respectively, in GSH VII.4, 5, 6, and 7.

#### **E. Candidacy**

Rules concerning candidacy are found in GSH VII.8.

Permission to take a Supplemental Candidacy Examination will be granted in cases in which a DEALL Graduate Faculty member commits or recommits to serve as an advisor, the graduate student is able to form a new examination committee, and can demonstrate to the satisfaction of the advisor, the examination committee, and the Graduate Studies Committee that he or she has maintained active participation in and current knowledge of his or her field of specialization. After the successful completion of the Supplemental Candidacy Examination, the candidate is required to complete and defend his or her dissertation within twelve (12) months.

## **F. Dissertation**

Rules concerning the preparation of the dissertation, final oral examination, the results of the final oral examination, and the final copy of the dissertation are found, respectively, in GSH VII.9, 10, 11, and 12.

## **G. Graduation**

Rules concerning graduation are found in GSH VII.13.

1. The student must have fulfilled all requirements as listed in GSH VII.14.
2. The student must be enrolled for at least three credit hours the semester of the expected graduation.
3. The student must have completed and submitted the *Application to Graduate* form to the Graduate School no later than the second Friday of the quarter in which graduation is expected. It must be signed by the student, the advisor, and the Graduate Studies Committee Chair. The names of the Dissertation Committee members must be listed on the form.
4. A student who does not meet published graduation deadlines but who completes all the degree requirements by the last business day prior to the first day of classes for the following semester, or Summer session, may graduate the following semester, or Summer session, without registering or paying fees.

## Selected Works of Faculty Publication

### Mark Bender

Co-edited with Victor Mair, *The Columbia Anthology of Chinese Folk and Popular Literature*. New York: Columbia University Press, 2011.

*Butterfly Mother: Miao (Hmong) Creation Epics from Guizhou, China* (Indianapolis: Hackett Publishing, 2006).

Co-edited with Aku Wuwu, *Tiger Traces: Selected Nuosu and Chinese Poetry by Aku Wuwu* (Columbus, O.: Foreign Language Publications, 2005).

*Plum and Bamboo: China's Suzhou Chantefable* (Urbana, Ill.: University of Illinois Press, 2003).

### Marjorie K.M. Chan

With Wang Xu, "Modality effects revisited: Iconicity in Chinese Sign Language (CSL)." *Proceedings of the 20th North American Conference on Chinese Linguistics (NACCL-20)*, ed. Marjorie K.M. Chan and Hana Kang, 343–60 (East Asian Studies Center, The Ohio State University. 2008.)

"*The Judge Goes to Pieces* (審死官): a linguistic study of humor in a Cantonese opera." *Proceedings of the Eighteenth North American Conference on Chinese Linguistics (NACCL-18)*, ed. Janet Xing, 54–71 (GSIL Publications, University of Southern California, 2006).

"Cantonese opera and the growth and spread of vernacular written Cantonese in the twentieth century." *Proceedings of the Seventeenth North American Conference on Chinese Linguistics (NACCL-17)*, ed. Qian Gao, . 1–18 (GSIL Publications, University of Southern California, 2005).

With Shu-hui Peng, Chiu-yu Tseng, Tsan Huang, Ok Joo Lee, and Mary E. Beckman, "Towards a Pan-Mandarin system for prosodic transcription." *Prosodic Typology: The Phonology of Intonation and Phrasing*, ed. Sun-Ah Jun, 230–70 (Oxford University Press, 2005).

"Concordancers and concordances: tools for Chinese language teaching and research." *Journal of the Chinese Language Teachers Association* 37.2:1–58 (2002).

### Kirk A. Denton

*Exhibiting the Past: The Politics of Historical Memory in Museums in Postsocialist China* (Honolulu: University of Hawaii Press, forthcoming)

"Rectification: Party Discipline, Intellectual Remolding, and the Formation of a Political Community." In Ban Wang, ed. *Words and Their Stories Essays on the Language of the Chinese Revolution*, 51–64 (Leiden: Brill, 2010).

"Horror and Atrocity: Memory of Japanese Imperialism in Chinese Museums." In Guobin Yang and Ching Kwan Lee, ed. *Reinvisioning the Chinese Revolution: The Politics and Poetics of Collective Memories in Reform China*, 245–86 (Washington: Wilson Center Press, 2007).

Co-edited with Michel Hockx, *Literary Societies of Republican China* (Lanham, Md.: Lexington Books, 2008).

*The Problematic of Self in Modern Chinese Literature: Hu Feng and Lu Ling* (Stanford: Stanford University Press, 1998)

### Naomi Fukumori

"The Rhetoric of Taxonomy: The Pillow Books of Sei Shōnagon, Peter Greenaway, and Ruth L. Ozeki," *Japan from Somewhere Else*, Proceedings from the AJLS (Association of Japanese Literary Studies) Tenth Annual Meeting, 3:71–82 (2002).

- “Chinese Learning as Performative Power in *Makura no sōshi* and *Murasaki Shikibu nikki*,” *Acts of Writing: Language and the Construction of Identities in Japanese Literature*, Proceedings from the AJLS (Association for Japanese Literary Studies) Ninth Annual Meeting, 2:101–19 (2001).
- “Re-visioning History: The Diary-Type Passages in Sei Shōnagon’s *Makura no sōshi*,” *Journal of the Association of Teachers of Japanese*, 31:1.1–44 (1997).
- “Sei Shōnagon, the *Ese*/Essayist: Delineating Differences in *Makura no sōshi*,” *Ga/Zoku Dynamics in Japanese Literature*, Proceedings from the MAJLS (Midwest Association for Japanese Literary Studies) Fifth Annual Meeting, 3:66–88 (1997).

### **Meow Hui Goh**

- “Becoming *Wen*: The Rhetoric in the ‘Final Edicts’ of Han Emperor Wen and Wei Emperor Wen.” *Early Medieval China*. Forthcoming.
- Sound and Sight: Poetry and Courtier Culture in the Yongming (483-493) Era*. Stanford: Stanford University Press, 2010.
- “Knowing Sound: Poetry and ‘Refinement’ in Early Medieval China.” *Chinese Literature: Essays, Articles, Reviews* 31 (2009): 45-69.
- “Tonal Prosody in Three Poems by Wang Rong.” *Journal of the American Oriental Society* 124.1 (2004): 59-68.

### **Xiaobin Jian**

- Perform Suzhou* 《体演苏州》 (with Jianfen Wang, Junqing Jia and Chenghua Feng), London and New York: Routledge, 2018; Columbus: Ohio State University Foreign Language Publication and Suzhou: Soochow University Press, 2016.
- “Playing the Game of Interpersonal Communication in Chinese Culture: The ‘Rules’ and the Moves” (with Eric Shepherd,), in Galal Walker ed. *The Pedagogy of Performing Another Culture*. Columbus: The Ohio State University Foreign Language Publications and Wuhan: Hubei Education Press, 2010, pp. 96-143.
- 《比较文学教程》 *Comparative Literature: A Course* (with Sun Jingyao, Liu Yunhua, Chen Yihai and Zhang Ning), Nanjing: Jiangsu Education Press, 2007.

### **Pil Ho Kim**

- “I Can Hear Your Voice (Loud and Clear): Korean Popular Music in the 1990s”, SeMA Gold Exhibition X: *Korean Art in the Nineties* (Seoul Museum of Art, 2017)
- “Korean Rock’s Journey from Group Sound to Indie Punk” in *Made in Korea: Studies in Popular Music* (Routledge, 2016)
- “Hybridity of Cultural Nationalism in Korean Popular Music: From Saeui Chanmi to Jeongtong Hip-hop”, *Korean Journal of Popular Music* Vol. 18, pp. 219-246 (2016)
- “Birth, Death, and Resurrection of Group Sound Rock” (with Hyunjoon Shin) in *Korean Popular Culture Reader* (Duke University Press, 2014)

### **Mineharu Nakayama**

- Editor, *Handbook of Japanese Psycholinguistics* (Berlin: De Gruyter Mouton, 2015).
- With N. Yoshimura, *Kaigai tanki eigo kenshū-to dai 2 gengo shūutoku [Short-term English Study Abroad and L2 Acquisition]* (Tōkyō: Hituzi Syobo, 2010).
- Co-edited with ed. R. Mazuka and Y. Shirai, *Handbook of East Asian Psycholinguistics Vol.2: Japanese* (Cambridge: Cambridge University Press, 2006).

Editor, *Sentence Processing in East Asian Languages* (Stanford: CSLI, 2002).  
Editor, *Issues in East Asian Language Acquisition* (Tōkyō: Kurosio, 2001).  
*Acquisition of Japanese Empty Categories*. (Tōkyō: Kurosio, 1996).

### **Mari Noda**

With Sanae Eda and Masayuki Itomitsu, “Japanese Skills Test (SJKIT) as an on-demand placement test: Validation studies and reliability analysis.” *Foreign Language Annals* 41:2. 218–36 (2008).  
“Performed culture: Cataloguing culture gains during study abroad.” *Japanese Language and Literatur* 41:2. 297–314, (2007).  
With Matthew Christensen, *A Performance-based Pedagogy for Communicating in Cultures: Training Teachers for East Asian languages* (Columbus, O.: Foreign Language Publications, 2002).  
With Hiroshi Nara, *Acts of Reading: Exploring Connections in Pedagogy of Japanese* (Honolulu: University of Hawaii Press, 2002).  
With Eleanor Harz Jordan, *Japanese: The Spoken Language*, parts 1, 2, and 3 (New Haven: Yale University Press, 1987–1990), and *Japanese: The Written Language*, part 1 volume 1, *Katakana* (New Haven: Yale University Press, 2006).

### **Chan Park**

With Ann Y. Choi, Stephen Epstein, Bruce Fulton, Cong-Un Kim, Kichung Kim, Mi Young Kim, Yung-Hee Kim, Jeyseon Lee, Jin-Kyung Lee, Peter H. Lee, David R. McCann, Soonbong Sul, *Readings in Modern Korean Literature*, KLEAR Textbooks in Korean Language (Honolulu: University of Hawai‘i Press, 2004).  
“Issues and Approaches in Teaching the Korean Performance Tradition in the Context of East Asian Studies,” *Association for American Teachers of Korean*, 1997.  
*Ch’angguk of Korea: Song of Ch’unhyang; Song of Shim Ch’ong* (National Theater of Korea, 1995).

### **Danielle Ooyoung Pyun**

With Inseok Kim, *Colloquial Korean: The Complete Course for Beginners* (London: Routledge, forthcoming).  
“The Role of Group Work in the Second Language Classroom,” *The Korean Language in America* 9:169–91 (2004).  
“Crosscultural Variations in Personal Essays: Second language writing by American learners of Korean as compared to native Koreans’ writing” *The Korean Language in America* 6309–24 (2001).

### **Charles Quinn**

“Mo than Expected: From Textual to Expressive with an Old Japanese Clitic,” *Emotive Communication in Japanese*, ed. Satoko Suzuki, 97–137 (Amsterdam: John Benjamins, 2006).  
“Taking it from the Top: the Growth and Care of Genres,” *Acts of Reading: Exploring Connections in Pedagogy of Japanese*, ed. Hiroshi Nara and Mari Noda, 38–60 (University of Hawaii Press, 2003).  
“From Verb Infinitive to Formant/ending: -si in Early Japanese Adjectives,” *Japanese/Korean Linguistics 11*, ed. Patricia M. Clancy, 175–88 (Stanford CSLI, 2003).  
Ed. with M. Nakayama, *Japanese/Korean Linguistics 9* (Stanford CSLI, 2001).

Ed. with Jane M. Bachnik, *Situated Meaning: Inside and Outside in Japanese Self, Society and Language* (Princeton University Press 1994, 2nd ed., 1996).

### **Shelley Fenno Quinn**

*Developing Zeami: The Noh Actor's Attunement in Practice* (University Press of Hawai'i Press, 2005)

"Japanese Oral and Vocal Traditions: A Sampling," *Teaching Oral Traditions*, ed., John Miles Foley, 258-65 (MLA of America, 1998).

"Japanese Noh and Heike *katari*," *Oral Tradition* 18.1: 21-23 (March 2003).

"The Noh Play *Morihisa*: An Annotated Translation" and "Performing Kannon's Grace: The Noh *Morihisa*." *Like Clouds or Mists: Studies and Translations of Nō Plays of the Genpei War*, ed. Elizabeth Oyler and Michael Watson (Cornell East Asia Series, Cornell University, forthcoming).

"Kokoro yori kokoro ni tsutafuru hana' Eiyaku kanō ka" ("The Flower Transmitted from Heart to Heart": Can It be Translated into English?). *Nō no hon'yaku, bunka no hon'yaku wa ika ni shite kanō ka* (Translating Noh: How Can One Do Cultural Translation?), ed. Nogami Memorial Research Institute of Noh Studies. 21 Seiki Monbukagakushō COE Kokusai Nihongaku Kenkyū Sōsho 8: 91-102 (Hōsei University, 2007).

### **Patricia Sieber**

"Yin lunshu yu kanxing wenhua zhi jian de guanxi: Yi wan Ming Xixiang ji banben wei zhu" [Print Culture and the Discourse on Obscenity in late Ming editions of Xixiang ji] (*Taiwan shehui yanjiu*, forthcoming).

*Power/Culture/Texts: The Cultural Politics of Yuan Drama in Late Imperial and Republican China*, forthcoming.

"Corporeality and Canonicity: A Study of Technologies of Reading in Early Modern Chinese *Zaju* Drama," *Graven Images: A Journal of Culture, Law and the Sacred* 2 (1995):171-82.

### **Richard Torrance**

"Popular Languages in *Yukiguni*," *Studies in Modern Japanese Literature: Essays and Translations in Honor of Edwin McClellan*, Dennis Washburn and Alan Tansman, eds. (Center for Japanese Studies, The University of Michigan, 1997), 247-59.

"Literacy and Modern Literature in the Izumo Region, 1880-1930." *The Journal of Japanese Studies* 22:2 (Summer 1996): 327-362.

*The Fiction of Tokuda Shusei and the Emergence of Japan's New Middle Class* (University of Washington Press, 1994).

### **Galal Walker**

*Kaleidoscope: a course in intermediate to advanced spoken Cantonese.*, ed. (Foreign Language Publications, forthcoming).

"Design for an Intensive Chinese Curriculum." *Chinese Pedagogy: an Emerging Field*, ed. Scott McGinnis, JCLTA Monograph Series 2 (1996).

"Gaining Place: Less Commonly Taught Languages in American Schools." ACTFL Priorities for the 90's (November 1989), ACTFL Annuals. (April, 1991).

### **Jianqi Wang**

- “Faults and Opportunities in Chinese Character Teaching,” in Joel Bellasen and Bisong Lu (ed.), *New Trends in Chinese Language Teaching*. Beijing, Beijing University Press. (Forthcoming)
- “Pedagogical Strategies in Teaching Oral Speech”, in Pertti Nikkila (ed.), *Teaching Chinese and Chinese Studies in the Modern Age*. Toijala, Finland. (Forthcoming)
- “Connectives in Archaic Chinese,” *Journal of Chinese Studies* (English edition), South Korea (1996).

### **Zhiguo Xie**

- “Non-root modals for the past and temporal shifting in Mandarin Chinese.” *Lingua Sinica* 1:2:1-22 (2015).
- “The degree use of the possessive verb *yǒu* in Mandarin Chinese: A unified analysis and its theoretical implications.” *Journal of East Asian Linguistics* 23(2):113-156 (2014).
- “Where is the standard? An analysis of size adjectives as degree modifiers at the semantic-pragmatic interface.” *Language and Linguistics* 15(4):513-538 (2014).
- “Focus, (non-)exhaustivity, and intervention effects in *wh*-in-situ argument questions.” *The Linguistic Review* 30(4): 585–617 (2013).
- “The modal uses of *de* and temporal shifting in Mandarin Chinese.” *Journal of East Asian Linguistics* 21(4): 387-420 (2012).

### **Etsuyo Yuasa**

- With Elaine Francis. “A Multi-modular Approach to Gradual Change in Grammaticalization.” *Journal of Linguistics* 44:45-86 (2008).
- Modularity in Language: Constructional and Categorical Mismatch in Syntax and Semantics* (Berlin: Mouton de Gruyter, 2005).
- “Japanese Individualized Instruction Program: Goals and Practice.” *Sekai no Nihongo Kyōiku* (Japanese-Language Education Around the Globe) 15: 193–206 (2005).
- “Exceptions in Grammar.” *Linguistics and Japanese Language Education IV*, 199–210 (Tōkyō: Kurosio, 2005).

## **DEALL Graduate Course Listing**

Please refer to *The Ohio State University Registrar website* for complete course descriptions.

<https://registrar.osu.edu/courses/index.asp>