



President's Message

Yoshiko Saito-Abbott 齋藤アボット佳子

2016年もあっという間に過ぎ、年末が近づいて参りましたが、会員の皆様におかれましてはお元気でご活躍の事と思います。さて、マサチューセッツ州ボストンで開催されたAATJ/ACTFLの秋季学会が11月20日盛会のうちに無事終わりました。地元Northeast Council of Teachers of Japanese (NECTJ)(北東部日本語教師会)の先生方には大変お世話になりました。今年はACTFLも50周年目という大きな節目を迎えての大会で参加者もおおよそ8000人という盛大なものでした。AATJのセッションは42の発表があり、内容もアカデミックな研究発表から授業ですぐ使える実用的なもの

まであり、トピックも豊富でした。参加者の皆様からは大変刺激を受けた、とても役に立った、というお声を頂きました。NECTJの先生方並びに発表して下さいましたメンバーの皆様には厚くお礼を申し上げます。さらに、今年も全米日本語教師会と国際交流基金日本文化センターとの共催によるリーダーシップ研修を公募で行い14名の先生方が参加いたしました。将来の日本語教育を担うリーダーの育成は全米日本語教師会、そして世界言語教育に於いても力を入れている事業の一つです。今年はJ-CAN (Japanese, Core Practices, Articulation, Advocacy, Networking)をフレームワークとした内容で、研修後はそれぞれ所属する教師会でアドボカシー、アーティキュレーション活動に力を入れていただくことになっております。

会員総会ではAATJがJapan America Society Washington DCからMarshall Green 賞が授与されました。この賞はAATJと日本語教育に携わっているすべての会員に贈られたもので大変光栄に存じます。これからも一層日本語教育に精励して参る所存です。

また、ACTFL終了後の20日にはMITで全米日本語教師会と国際交流基金日本文化センターとの共催でJ-CANのインフォメーションセッションを午後1時から4時まで行い、約30名の先生がご参加くださいました。これからもこのようにJ-CANのインフォメーションセッションを開きたいと思っておりますのでふるってご参加ください。

2017年が実り多い幸せな年になりますように！皆様、よいお年をお迎えください。

Times flies! It is almost the end of 2016. Our Annual Fall Conference (AATJ/ACTFL) was held in Boston November 18-20. Thanks to our affiliate, the Northeast Council of Teachers of Japanese (NECTJ), and the warm welcome and support of its members, the conference was a great success. ACTFL is celebrating its 50th anniversary this year, and over 8000 participants attended this year's conference. AATJ also proudly hosted 42 interesting and useful sessions ranging from academic presentations to activities that could be used in the classroom right away. To those who presented at the conference, on behalf of AATJ, I would like to express our sincere gratitude for your hard work and contributions to the field.

This year, AATJ and the Japan Foundation Los Angeles jointly hosted a Leadership Training workshop again for a New Generation of Leaders, and we were very happy to have 14 teachers from across the nation. The leadership program focused on J-CAN – Japanese, Core Practices, Articulation, Advocacy and Networking – for its framework. The participants will be actively involved in articulation and advocacy activities in their local organizations.

At the general membership meeting, AATJ received the Marshall Green award from the Japan America Society of Washington DC. The award, which recognizes outstanding contributions to Japan-US understanding, was given not only to AATJ as an organization, but through AATJ, to the many teachers of Japanese language at all levels, across the nation, who have dedicated their lives to helping new generations of Americans learn about Japan. We are honored to receive the award and we are consciously committed to promoting Japanese language education.

After the ACTFL conference, AATJ and the Japan Foundation Los Angeles jointly hosted a J-CAN information session at MIT on Sunday, November 20, from 1:00p.m to 4:00p.m. 30 teachers participated; we appreciate Takako Aikawa sensei for hosting the session. We plan to hold more sessions in the future and I hope many teachers will participate in these sessions.

May 2017 be a productive and happy year for all of you! Happy Holidays and A Very Happy New Year!

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Check out AATJ's Facebook page, and "Like" us to receive updates and the latest news. Click the link on our home page (www.aatj.org), or search for "AATJ-American Association of Teachers of Japanese" on Facebook.

2016 Annual Fall Conference at ACTFL Report

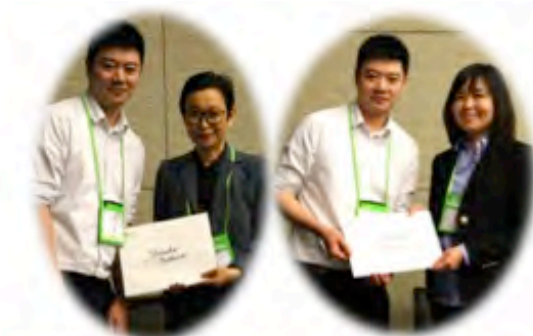
by Kazue Masuyama

AATJ's Fall Conference was held in Boston, MA, Friday, November 18, through Sunday, November 20, 2016, in conjunction with the American Council on the Teaching of Foreign Languages (ACTFL) Annual Convention and World Languages Expo. Approximately 8,000 people attended the convention this year. According to ACTFL, 349 Japanese language educators, including educators in general who spoke or are interested in the Japanese language, attended this fall conference (a 7% decrease from 2015). The 42 AATJ-sponsored Japanese language sessions (including one-hour panel sessions and fifteen-minute research paper presentations) were conducted in two concurrent presentation rooms over three days.

AATJ hosted its annual teacher awards luncheon on Saturday for approximately 140 attendees. The lunch began with welcome remarks from AATJ President Yoshiko Saito-Abbott, followed by remarks by AATJ's guests of honor: Consul General Rokuichiro Michii, the Consulate General of Japan in Boston, and Director Hideki Hara, Japan Foundation, Los Angeles. Students from Boston University performed a Yosakoi dance, led by Japanese teachers Mihoko Yagi and Mariko Henstock. During the luncheon, AATJ presented this year's Teacher Awards to Mr. Tomokazu Morikawa (George Washington High School at San Francisco) in the K-12 category and Dr. Fumie Kato (University of North Carolina at Charlotte in the college and university category) for their outstanding teaching and service. Each awardee received prizes from Nippon Express Travel USA, IACE Travel, Kodansha, 3A Network, JPT America, Kinokuniya and Shogakukan.



2016 AATJ AWARDS LUNCHEON



The 2016 Cheng & Tsui Professional Development Grants (\$1000.00) were awarded to Ms. Tomoko Nakano (Brooklyn Japanese Language School) in the K-12 category, and Ms. Yoko Hori and Dr. Sanako Mitsugi (University of Kansas) in the College and University category.

On Saturday evening, AATJ's General Membership Meeting began with the remarks of President Yoshiko Saito-Abbott, followed by the AATJ Board of Directors' updates: AATJ members' profile, budget, reports on the fall and spring conferences, advocacy, newsletter, National Japanese Exam, professional development, and *nengajo* contest. AATJ President Saito-Abbott presented Certificates of Appreciation to the outgoing AATJ Directors: Janet Ikeda and William Matsuda (Advocacy Co-Directors), Kazue Masuyama (Annual Fall Conference Co-Director), Tomoko Takami (National Japanese Exam Director), and Kazumi Yamashita-Iverson (*Nengajo* Contest Director). This was followed by the Marshall Green Award presentation to the AATJ by Ms. Noriko Otsuka, a representative of the Japan-America Society of Washington DC. The award recognizes AATJ's sustained and significant contribution to strengthening relations between the United States and Japan and to increasing understanding between the American and Japanese people. It also particularly mentions the role of Japanese language teachers in educating American students about Japanese language, literature, and culture. After that, Director Hideki Hara, the Japan Foundation, talked about continued support for Japanese language teachers. Last, a door prize drawing was conducted. A large number of raffle prizes were donated by 3A Network, Ask Publishing, Cengage Learning, Cheng & Tsui, Japan Foundation at Los Angeles, Japan National Tourism Organization, Japan Times, JPT America, Kintetsu International Express (KIE), Kisetsu.org/Movement for Language and Culture, Kodansha USA, Maruzen-Yushodo, Nippon Express Travel USA, Osaka Government Tourism Bureau, and Tuttle Publishing (alphabetical order). We truly appreciate these generous sponsors.



In the Exhibit Hall, Japan-related companies and organizations who joined us this year were the Consulate General of Japan in Boston; the Japan Foundation Los Angeles; the Japan National Tourism Organization and local government such as Osaka Promotion Department and Tokyo Promotion Department; publishers such as Ask Publishing, JPT America, Kodansha, Kuroshio Shuppan, Maruzen-Yushodo, and Sanshusha; travel agencies such as IACE Travel, JTB USA, Kintetsu International Express (KIE), Nippon Express Travel USA, and Nippon Travel Agency; and Kisetsu.org/Movement for Language and Culture. This year, Japanese language teachers from the Northeast Council of Teachers of Japanese organized two events: a workshop on how to make a Chitose Ame bag conducted by Ms. Akemi Chayama, Boston Children's Museum, on Friday, November 18, and a demonstration on how to make Taiko with PVC pipes by Kobayashi Naoto sensei from Hall Dale High school in Maine on Saturday, November 19. Special thanks go to Tomoko Graham sensei and other active members of NECTJ. The 2016 annual fall conference could have not been such a great success without support from AATJ members and Japan-related companies and organizations.



The 2017 AATJ Annual Fall Conference will be held during the annual convention of ACTFL Friday, November 17 through Sunday, November 19, 2017, at the Music City Center, Nashville, TN. The submission deadline for proposal is Friday, January 13, 2016. We look forward to seeing you again in November 2017!

For ACTFL photos/videos, please check out AATJ's Facebook page: <https://www.facebook.com/AATJ-American-Association-of-Teachers-of-Japanese-245689695493641/>. In addition, the following two sites have a number of photos from ACTFL: <https://www.flickr.com/gp/138153624@N06/b6biT0> (photos by Tanaka Masahiro sensei); and <https://www.flickr.com/gp/98303533@N08/ve1327> (photos by Uotate Yasuo sensei).

2016 AATJ Teacher Award Recipients

by Eiko Ushida

Please join us congratulating this year's AATJ Teacher Award recipients, Mr. Tomokazu Morikawa of George Washington High School in San Francisco and Dr. Fumie Kato of University of North Carolina at Charlotte. The AATJ Teacher Awards recognize outstanding teachers who have demonstrated excellence in teaching, advocacy, and leadership in Japanese education both locally and nationally. AATJ presented the awards to the winners at the AATJ Awards Luncheon during the ACTFL Annual Convention held in Boston on Saturday, November 19.

Tomokazu Morikawa, George Washington High School, San Francisco

Mr. Morikawa teaches all levels of Japanese language including AP Japanese. He has served as a World Language Department Head, School Site Council President, and Mentor Teacher in his district. He is a board member of local and regional professional organizations including the California Association of Japanese Language Teachers and has contributed to our field as a College Board AP Moderator. He is the recipient of the Outstanding Teacher Award of the California Language Teachers' Association and was named San Francisco Mayor's Teacher of the Year. Mr. Morikawa impresses everyone with his driving commitment to excellence, enthusiasm for student learning, and his deep love of teaching.

Thank you message

With humble appreciation and honored gratitude, I would like to express my sincere THANK YOU to the AATJ Teacher Award Review Committee for recognizing me with the 2016 AATJ Teacher Award. With over 20 years of teaching in urban high schools, I learned early in my career that teaching is not just covering subject content for graduation but making content relevant to students. Over the years, I have been challenged by many struggles in my teaching but working through them has moved me forward with better solutions. Of course, my journey has not been unsupported; many individuals have inspired me in creating better learning environments for my students. First of all, I would like to thank Dr. Toshiko Mishima who inspired me in pursuing a teaching career in the 90's. Her tremendous efforts for establishing Japanese language education in the United States has taught me to work hard for what I believe is right. Dr. Yoshiko Saito-Abbott is an inspirational leader. Her workshops have a great impact on designing my interdisciplinary curriculum. I would also like to thank CAJLT (California Association of Japanese Language Teachers) for their continuous support. Being the sole individual educator in my school's Japanese program, I know the importance of having personal connections through this professional organization, which motivates me to do what I do for the learning community of my students. Again, I am deeply grateful for this honor, especially knowing that I have many "senpai" and "kohai" teachers who are equally deserving.



Dr. Fumie Kato, University of North Carolina at Charlotte

Dr. Kato is an associate professor of Japanese Studies at the University of North Carolina at Charlotte. She has contributed to building a solid Japanese Studies Program by increasing numbers of students and teachers, majors and minors, courses, and to approve “BA in Japanese Studies”. She is dedicated to student success, promote study abroad program in Japan, and establish common goals with other teachers. For her boundless energy and unending dedication to the Japanese program she is referred as a “power house” in her department. She was honored by the Ministry of Foreign Affair of Japan for outstanding achievement in promoting friendship between Japan and the U.S. in 2015.

Thank you message

November 19, 2016, is the most memorable and honorable day in my life, because I have the honor of receiving such a prestigious award, the 2016 AATJ Teacher Award. My sincere appreciation goes to the selection committee, many scholars and students around me at UNC Charlotte who greatly supported me in receiving this great commendation. Fourteen years ago when I started to work at UNC Charlotte, my predecessor and other instructor left Charlotte and only I was left alone. Since then, I have done nothing but try my best to build the Japanese program further. I'm grateful to report that we will have a total of 10 instructors working for the Japanese program at UNC Charlotte next fall.

One of my strategies has been to send as many of our students as possible to Japan to study abroad. Many staff members as well as our seven exchange partner universities in Japan helped us to promote this strategy. I would like to express my appreciation to the people including previous Consul General Sunaga and current Consul General Shinozuka in Consulate-General of Japan in Atlanta, who facilitate our students' dreams of studying abroad to come true.

On this occasion, my special thanks goes to the Japan Foundation in Los Angeles. In my early stages, they provided us with their valuable support, i.e., two full-time positions, which were tremendously helpful to continue progressing and cater to our students' needs.

I wish to express my sincere gratitude again to all of these people.



2016 Cheng & Tsui Professional Development Grant Recipients

Tomoko Nakano, Brooklyn Nihongo Gakuen

Thanks to the generous support of Cheng & Tsui, as well as the Professional Development Committee of the American Association of Teachers of Japanese (AATJ), I was able to attend, for the first time, the 2016 Conference of the American Council on the Teaching of Foreign Languages (ACTFL).

Brooklyn Nihongo Gakuen was founded in 2011 for the heritage language learners in the growing Japanese community of Brooklyn, New York. Our mission is to provide content-based curriculum in Japanese which is aligned with the New York curriculum. This allows the students to find a connection with what they are studying in both English and Japanese. This maximizes the learning potential of the students and, at the same time, gives them the chance to appreciate their Japanese heritage as well.

Our program at the Brooklyn Nihongo Gakuen has successfully grown in the past 6 years to 132 students and we now offer grade levels from preschool and Elementary to Middle school. In addition, the Brooklyn Nihongo Gakuen has been inspiring the Brooklyn Japanese Community as evidenced by the emergence of more Japanese programs in the past couple of years such as, the Japanese English bilingual Preschool-Kindergarten Aozora Gakuen and the first Dual Language Program public school PS147 in New York, which started 2015.

Being a member of NECTJ, which promotes Japanese education, and as adviser on Japanese education to the Japanese community in Brooklyn, it is imperative that I have the relevant information in relation to Heritage Language Programs to establish a solid foundation for our Middle School with an aim towards creating a High School in the not-so- distant future, and have knowledge on Dual Language Education as well as ACTFL guidelines to support Japanese programs in Brooklyn. During the ACTFL conference, I was able to attend programs on the DLP such as “Opportunities and Challenges in Leading Dual Language Immersion Programs”. This program had provided me with information about the initial issues which many DLP programs may encounter including: difficulties in finding high quality teachers who have state licenses and good teaching skills with proficiency of the target language, funding to sustain the quality of classes, keeping up teacher’s development in technology and utilize good materials. We also discussed the importance of having a good relationship with a community with a nurturing environment to assist in sustaining DLP programs.

I also attended programs on Heritage Language such as, “Project Based Learning with Heritage Language Learners: Why, What, and How”. This workshop gave me insight into future High School Level programs, especially at the Brooklyn Nihongo Gakuen. Project Based Learning would provide a variety of possibilities to our multilevel heritage learners so that teachers can provide an individualized approach to each student. The sample projects from the presenters emphasized guiding principles and strategies of the model, which I could utilize in developing a similar curriculum and teaching style in our future High School program.



The program entitled “Blended Learning Using Schoology as LMS in Heritage Language Classrooms” by Tanaka-sensei, Ohyama-sensei and Tsuda-sensei, was also an excellent resource for our program to handle situations where the older students have difficulties in maintaining their Japanese studies in addition to their studies at school during the week. The blended learning approach presented in this session would make it possible for our students to make adjustments so that they can maintain their school work during the week.

I also enjoyed the workshop and demonstration of Taiko Making: “How to Make Taiko with PVC Pipe” by Kobayashi-sensei. The instructions I learned at this demonstration will be shared with teachers and volunteer parents to organize a Taiko club which could be a great activity for student cultural experience at Brooklyn Nihongo Gakuen.

Thank you again to Cheng & Tsui and AATJ. I was able to widen my views and knowledge. I greatly appreciate the connections I made with all of the wonderful teachers and participants who inspired me a lot during this conference.

Dr. Sanako Mitsugi, University of Kansas

I would like to express my sincere gratitude to the Cheng & Tsui Publishers and the Professional Development Committee of the American Association of Teachers of Japanese (AATJ) for selecting me as a recipient of the 2016 Cheng & Tsui Professional Development Grant. The award is a great honor, and I really appreciate your generous support. With this award, I was able to participate in the 2016 Conference of the American Council on Teaching of Foreign Languages (ACTFL) in Boston, MA. Attending the ACTFL conference for the first time was inspiring and thought-provoking. Below, I would like to summarize my experience.

Firstly, numerous sessions were offered on hybrid language instruction, which kept me abreast of advances of the field. Hybrid courses are defined as classes in which instruction takes place in a traditional classroom setting and is augmented by computer-based activities, which can replace classroom seat time. These types of courses are increasingly becoming the norm in the higher education in the United States. There is also a growing discussion about these courses with a focus on how the technology impacts student learning and classroom practice.

In line with the national trend, one of my department’s ongoing agendas is a possibility of developing hybrid language courses. A hybrid model has great potential to address some of the challenges that we experience in our program; in the face of budget cuts, it is difficult to hire additional instructional staff, in spite of there being a demand for making more course offerings available. I believe that this challenge is shared among many US public universities. Hybrid instruction has been recognized as an opportunity to draw from a broader audience that includes non-traditional and non-residential students. Despite the advantages of such an instructional mode, I did not have a sufficient understanding of the complexities of technology-mediated instruction to hybridize the curriculum.

Attending the ACTFL conference was extremely informative. In particular, I was informed by the session organized by Dr. Susan Hojnacki of Aquinas College on the state of art in research in computer-assisted language learning (CALL), with a special focus on different platforms, such as gaming, telecollaboration, and text chat. In addition, I have learned greatly from the professional development modules on materials for web-based delivery, discussed by Dr. Hui-Ya Chuang at



University of Hawai'i at Mānoa. Furthermore, I had the great opportunity to attend several sessions on CALL in Japanese. In particular, I was inspired by the session offered by Dr. Asako Takakura from University of California, Los Angeles. Dr. Takakura introduced the ways in which she utilized CALL tools, such as *Aris* and *Kaltura* for a linguistic landscape project and a video-dubbing activity, respectively. I understand that this type of projects affords students an excellent opportunity to develop linguistic skills through task-based activities.

Secondly, I found it extremely useful to familiarize myself with the presentation on advocacy and data from the survey on Japanese language education by Ms. Amanda Rollins of the Japan Foundation. As I coordinate a Japanese language program, it is especially crucial to know how other institutions deal with AP credits, teachers' certifications, and proficiency standards. More importantly, Ms. Rollins shared a very interesting set of data about the distribution of Japanese learners, teachers, and institutions.

AATJ Receives Marshall Green Award

AATJ has been named the 2016 recipient of the prestigious Marshall Green Award by the Japan-America Society of Washington DC.

The Marshall Green award was established in 2011 to recognize an individual or organization that has made "a sustained and significant contribution to strengthening US-Japan relations and/or to promoting greater understanding between the American and Japanese people."

Marshall Green was a distinguished American diplomat who served as the personal secretary to Ambassador Joseph Grew at the American Embassy in Tokyo before World War II. He later served as US Ambassador to Korea and Indonesia. He was one of the founders of the Japan-America Society and later served as its President.

Past recipients of the Marshall Green Award are former Prime Minister Yasuhiro Nakasone, Professor Gerald Curtis of Columbia University, and former Ambassadors Yoshio Okawara and Ichiro Fujisaki.

The Japan-America Society of Washington DC was founded primarily by US State Department officers who had served in Japan. They spoke Japanese, and they knew how important learning the Japanese language was. The Society operates the oldest Japanese language school, and runs the annual national Japan Bowl.

The Society's Board of Trustees voted unanimously to present the 2016 Marshall Green Award to AATJ "in recognition of the great role that your Association, and its two predecessor organization, have played in promoting Japanese language education, and in strengthening the profession of Japanese language teaching in the United States."

"We also hope that through this award, we can recognize and express our appreciation to the many hundreds of Japanese teachers across our country who dedicate their lives every day to teaching the Japanese language to new generations of Americans."

The award was presented at the 30th Annual Dinner of the JASWDC on December 1. AATJ Vice President Yoshiko Mori accepted the award on behalf of AATJ's officers, directors, and members.



Ms. Noriko Otsuka from JASWDC

2017 Year of the Rooster NENGAJO Contest

by Kazumi Yamashita-Iverson & Mio Nishimura

OSHOGATSU is quickly approaching! That means it is the time to make NENGAJO!!

Please participate in the AATJ NENGAJO Contest. There is still time to make NENGAJO in your class. The winners of the contest will receive Award Certificate, Amazon Gift Card (\$15-25), and the National Recognition.

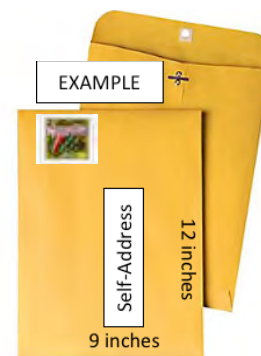
There are 4 categories for the contest: Artistic, Comical, Original, and Computer Graphic. Please go to AATJ website for the descriptions for each category.

CATEGORY	DESCRIPTION
ARTISTIC	The card shows the skills of the artist on the design, coloring, and writings.
COMICAL	The design is amusing and funny and the card is done neatly and nicely.
ORIGINAL	The design is creative and inventive, and the card is done neatly and nicely.
COMPUTER GENERATED	The card meets all the requirements and neatly done by a computer.

Each school can nominate 2 cards per category, total of 8 students. If you teach at 2 or more schools or different levels such as elementary (K-5), middle school (6-8), and high school (9-12), you can nominate 8 cards from each school and/or each level. At college level, your student can self-nominate their card (1 card for each student). All you need to do is to promote the contest to your students and be a current AATJ member.

Please remember to include a **self-addressed and stamped 9x12 inch envelope** in the application. If your student(s) wins the contest, your student(s) will receive a nice award certificate and that is the reason a big envelope needs to be included. It also help us the process of returning the results tremendously.

Since you need to be a current member (year 2016) of AATJ in order to nominate your students, please check your membership status before submitting the cards. **The submission must be postmarked before or on Tuesday, December 27, 2016.**



If you would like to download the application and a detail description of contest, please go to: <http://www.aatj.org/nengajo-contest/2017-invite>

If you have a question, please contact Kazumi Yamashita-Iverson at: kyamashita@waterbury.k12.ct.us

Thank you and we look forward to your submission!

OFFICIAL 2017 AATJ NENGAJO CONTEST RULES

YEAR OF THE ROOSTER



Eligibility:

- The teacher must be an AATJ member for the January 2016 - December 2016 membership year.

Elementary, Middle, High School Level:

Only 2 cards per category are allowed for **each level at each school** at which you teach (if you teach at more than 1 school and/or level, you may enter 2 per category for each school/level– with a limit of 8 per school/level. If there are more than one AATJ member at your school, each teacher can submit up to 8 cards.).

College/University Level:

Only 1 card by each entrant is allowed. Students of Japanese at the college/university level will be responsible for entering their own cards for the contest.

*A college/university student entrant must have a teacher who is an AATJ member in order to enter the contest.

COMPETITION LEVELS:	COMPETITION CATEGORIES
Elementary (K-5)	Artistic
Middle (6-8)	Comical
High (9-12)	Original
College/University Level	Computer Generated

Requirements for ALL submissions: (Cards that do not follow these instructions will be disqualified.)

- Each card must have a **label** on the back (Typewritten preferable. Write information legibly. See page 3).
- Cards must be **4 X 6 white unlined index cards**.
- The design theme must focus on the upcoming **2017 Year of the Rooster**.
- Designs for the Artistic, Comical, and Original must be **ORIGINAL** and **hand-drawn**.
- Designs for Computer Generated Category may include personal photos and **original art** created on a computer.
- Designs must be in good taste or praiseworthy across international cultures and societies.
- A Nengajo application form must be completed (Download: <http://www.aatj.org/nengano-contest>)
- All kanji and hiragana/katakana must be written in **pen**.
- The teacher or college/university student must enclose **one SELF-ADDRESSED STAMPED 9X12 envelope** with the submission.



If you have any questions, please e-mail Kazumi Yamashita-Iverson at: kyamashita@waterbury.k12.ct.us

Mandatory Elements based on level:

Elementary School Rules	College, High School and Middle School Rules
<ul style="list-style-type: none"> Student's name must be written vertically on left-hand side of card in katakana (unless name is of Japanese origin – teacher-assigned Japanese names are not allowed) The design must include "2017" or "二〇一七" The design must include one of the following: 元旦, 一日, あけましておめでとう, 酉, or とり 	<ul style="list-style-type: none"> Student's name must be written vertically on left-hand side of card in katakana (unless name is of Japanese origin – teacher-assigned Japanese names are not allowed) The year "2017" or "二〇一七" Either GANTAN (元旦) or TSUITACHI (一日) written in kanji Kanji for rooster 酉

Send submissions postmarked on or before Dec. 27, 2016 to:

Kazumi Yamashita-Iverson
110 Parkwood Ave.
Waterbury, CT 06708

Year in Kanji or number

Student's Name
Written vertically



Special Topic Series: Washoku

by Motoko Tabuse

先月号では、日本食料理人の末次毅行氏が、アメリカにおける日本食普及の貢献を称えられ、日本政府から親善大使任命状を授与された記事を掲載致しました。今月号は和食の Dos & Don'ts と、超多忙な先生方にはとっても便利でうれしいレシピを教えて頂きました。

Washoku Do's & Dont's

Do's

和食の特徴を考えて食べるとさらに美味しくなります！

When you know the basic characteristics of Washoku, you can enjoy the food more!

多様で新鮮な食材とその持ち味の尊重

It contains a variety of ingredients and their natural (raw) taste

栄養バランスに優れた健康的な食生活

It is a well-balanced nutritional diet

自然の美しさや季節の移ろいの表現

It uses foods that are in-synch with the seasons and nature

正月などの年中行事との密接な関わり

It connects food with special events such as New Year's Celebrations

Don'ts

マナー違反、していませんか？ Let's check your washoku manners.

駄目よ、ダメダメ # 1 : お箸の使い方 Chopstick Manner

八卦見のように両手でガラガラ音を立てて揉み込んでみたり、ソゲを落とすようにお箸を〇〇するのは、やめて～！

No-no #1: Do not roll the waribashi (disposable wooden) chopsticks together or scrape them (to remove any wooden splinters) at a fine dining restaurant! (It is simply rude!)

駄目よ、ダメダメ # 2 : 寿司の前にご飯？

白いご飯を一膳食べてからお寿司を頼むのは、なぜ？！！

No-no #2: Some people eat a bowl of rice before eating sushi. Why?!?! You should simply enjoy the sushi without any fillers.

駄目よ、ダメダメ # 3 : 携帯？！ゲーム？

寿司バーでは食べながら携帯をいじったり、ゲームをしてくれるな～！

No-no #3: Do not text, talk or play games on your cell phone at the sushi bar in front of the chef, please! (Again it is rude!)



TAKさんおススメの簡単レシピ#1 A super easy washoku recipe for super busy people #1

茄子の諸焼き Tasty Eggplant

材料：日本茄子、中国茄子、（スーパーで売っている大きななすでもOK）、ネギ、天ぷらつゆ、大根おろし、おろし生姜、油、そして七味唐辛子はお好みで。

作り方：3つのステップ

1. なすを輪切りにする。
2. 油で揚げる。
3. 甘めの天婦羅ソースで2～3分炊き器に盛り、天盛りに大根おろし、おろし生姜、ネギを乗せる（好みで七味唐辛子を振る）



茄子の諸焼きは沢山作ってタッパ・ウェアに入れて冷蔵庫で保管すると2～3日は食べられ、酒のお摘みに最適です。また、温かいご飯に乗せて食べても大変美味しいです、夏には冷素麺にのせると何杯でも食べられます。（ダイエット中の先生方、ごめんなさい！）急な来客にも安心です。

A super easy washoku recipe for super busy people #1: Tasty Eggplant

Ingredients: Eggplant (Smaller Asian eggplant is better but regular eggplant will do), green onions, tempura sauce (Dashi Tsuyu is OK), daikon finely grated, finely grated ginger root, oil, and shichimi or ichimi togarashi (hot red pepper).

3 steps to make this dish:

1. Slice the eggplant crossways (into circles).
2. Saute in oil (or deep fry) the eggplant
3. Pour the tempura sauce and put daikon, ginger root and green onions over it.

You can make a large portion at one time. Leftovers can be stored in a refrigerated plastic container for a couple of days. It is good reheated or cold. It can be served by itself, over warm rice or over cold noodles (Reimen).

Enjoy!

今回は超簡単、シーフードレシピです。お楽しみに
Try the above recipe and if you like it the next newsletter will have a super easy seafood recipe that I enjoy just as much!



Chef Suetsugu & His Wife Minae

CHAPLIN MEMORIAL AWARD for Excellence in Japanese Language Teaching

The Hamako Ito Chaplin Memorial Award will again be conferred in 2017, administered through the Association for Asian Studies. In accordance with the wishes of the Chaplin family, each year a prize of \$1000 will be awarded to either a current graduate student or a full-time instructor of Japanese for excellence in Japanese language teaching. A full-time instructor who has completed graduate study within the last 3 years in an area that directly involves Japanese language teaching is eligible. Possible academic fields of specialization are Japanese language pedagogy, linguistics, anthropology, or literature. Current graduate students must demonstrate their intention to enter the

teaching field in a North American university. Professor Priya Ananth (Middle Tennessee State University) serves as Chair of the Selection Committee, Professor Sarah Thal (University of Wisconsin) serves as representative of the Northeast Asia Council of AAS for the committee, and Professor George Chaplin serves ex-officio.

Individuals interested in applying (self-nomination) and faculty members interested in nominating an eligible graduate student (nomination) — should download an application form at the following site: <http://mtmedia.mtsu.edu:8888/pananth/chaplinapplicationform2017.docx>

You may also contact Dr. Priya Ananth (Priya.Ananth@mtsu.edu) and ask for the application form to be sent via email.

Completed applications must be received by **February 3, 2017** at the following address: Dr. Priya Ananth, Department of Foreign Languages and Literatures, MTSU, P.O. Box 79, 1301 East Main Street, Murfreesboro, TN 37132, USA

The award will be announced in the AAS E-Newsletter. Persons interested in contributing to the award fund should send their contributions to: The Hamako Ito Chaplin Memorial Award, c/o Association for Asian Studies, 825 Victors Way, Suite 310, Ann Arbor, Michigan 48108.

The 23rd Princeton Japanese Pedagogy Forum

May 13-14, 2017

世界の平和、思いやり、リスペクトとことばの教育：日本語教育には何ができるのか？

World Peace, Thoughtfulness, Respect and Language Education: What Can Japanese Language Education Contribute?

現在の世界には、言語、人種、宗教など多様な背景や価値観をもつ人々が暮らしています。そして、その多様性は、世界を豊かにするための可能性を持つはずなのに、それとは逆に文化や言葉の異なる人に対する攻撃・排除がいたるところで起きています。ヘイトスピーチ、テロ、移民・難民の問題などがその例です。また、攻撃・排除だけではなく、自分たちの私利私欲で行動を起こしたり、多様性や異質なものに対する無関心・無理解といった状況もあります。このような問題を解決するために、みなが思いやって、お互いを尊重し「平和」に暮らしていくために、日本語教育には何ができるのでしょうか？このフォーラムでは、日本語教育を含めたことばの教育にどんな貢献ができるのか、みなさんと議論したいと考えています。

There are many people who have different backgrounds (e.g., ethnicity, religion, language etc.) in the world. These differences should make the world richer and more interesting, but in reality, they create more challenges. Some attack or exclude people who have different backgrounds, while some think about just themselves, ignore, or are indifferent to others. Current challenges include, but are not limited to, hate speech, terrorism, and conflict with immigrants and refugees. What can the Japanese language education do to make the world more thoughtful, respectful, and peaceful. In this Forum, we would like to provide a platform to discuss what language education including Japanese language education can contribute to the world and our local communities.

Keynote Speakers 基調講演

Professor Patrick Heinlich (Venezia Ca' Foscari University)

パトリック・ハインリッヒ (ヴェネチア・カフオスカリ大学)

Professor Leiko Matsubara Morales (University of São Paulo)

モラレス松原礼子 (サンパウロ大学)

Professor Seiichi Makino (Princeton University)

牧野成一 (プリンストン大学)

Call for Papers (deadline January 15, 2017): <http://www.princeton.edu/pjpf/call-for-papers/>

Job Opening Announcements

Carthage College

Carthage College's Modern Languages Department seeks an **active teacher-scholar in Japanese and Chinese**. This is a three-year (renewable) position at the assistant professor level beginning in August 2017. We seek well-rounded candidates with experience in language instruction and undergraduate program development. The successful candidate will have the ability to teach a broad range of courses covering language, literature, and the cultures of Japan and China.

The Modern Languages Department at Carthage is one of the largest at the College, supporting majors and minors in Chinese, French, German, Japanese, and Spanish as well as the College's two-semester language requirement. In addition to full-time faculty, the Department has a cohort of young university graduates from around the world who teach introductory language and advanced conversation courses. A number of faculty teach two languages or teach in interdisciplinary programs such as Asian Studies, and Women and Gender Studies. All language majors study abroad for one semester, and Carthage is a national leader in short-term study abroad programs. We welcome a new colleague who has innovative ideas for contributing to an intellectual community for us and our students, including designing new courses, J-Term study tours, and extracurricular activities.

Duties and Responsibilities:

The normal teaching load at the College is 3-1-3 (with every third January term off), and the teaching responsibilities for this position are one or two Japanese courses per semester, one or two Chinese courses per semester, and one course in Asian Studies per year. Courses taught will cover language as well as culture and literature at the intermediate and advanced levels.

The successful candidate will take an active role in program-building activities, including recruitment, retention, and advising of students; supervision of adjunct instructors and teaching assistants; advising of student organizations; and planning of student activities.

This new colleague will be expected to contribute to the life of the Modern Languages Department and will have demonstrated organizational skills.

Required Education and Experience:

Native or near-native command of Japanese and/or Chinese with at least advanced proficiency in the second language are required, as is native or near-native fluency in English.

Completion of a Ph.D. from an accredited institution prior to or shortly after the date of hire.

The area of specialization is open; the successful candidate should have the skills and flexibility of a generalist; an interest in the scholarship of teaching is encouraged.

Interest in and experience with college-level teaching at all levels.

Demonstrated understanding of the nature and culture of a liberal arts college in the United States and a commitment to small-college teaching.

How to Apply:

Candidates should submit an application as a single PDF document to Greg Baer, search committee chair, via email at modernlanguage2016@carthage.edu or by uploading materials at to the "Resume Upload" section at the following link:

<https://carthage.applicantpro.com/jobs/475613.html>

The application must include a cover letter, curriculum vitae, and statement of teaching philosophy. Three letters of recommendation may be submitted with the other materials or separately via email. The application deadline is Nov. 15, 2016. The first round of interviews will be conducted by video conference in January.

About Carthage:

Founded in 1847, Carthage College combines an environment of reflection and self-discovery with a culture of high expectation, so that our students uncover and ignite their potential. As a four-year private liberal arts college with roots in the Lutheran tradition, we place a strong emphasis on both moral and intellectual values. Our prime location in Kenosha, Wisconsin, midway between Chicago and Milwaukee, allows students easy access to a wide array of internships and professional opportunities. Our beautiful campus, an 80-acre arboretum on the shore of Lake Michigan, is home to 150 scholars, 2,600 full-time students, and 400 part-time students. Our rich academic curriculum equips students with foundational knowledge and skills, preparing graduates to be lifelong learners and to lead meaningful, productive lives.

Carthage College is an equal opportunity employer (EOE) dedicated to the goal of building a culturally diverse community. We welcome applications from a broad spectrum of people, including members of ethnic minorities, women, veterans, and individuals with disabilities. All qualified applicants will receive consideration for employment without regard to race, color, religion, sex, orientation, national origin, protected veteran status or status as an individual with a disability.

Colorado State University

Job title: Assistant Professor of Chinese and Japanese (Tenure Track) Job description: **Tenure-track, entry level position as Assistant Professor of Chinese and Japanese** in the Department of Languages, Literatures & Cultures of Colorado State University, to begin August 16, 2017.

Required Qualifications: Ph.D. in Chinese or Japanese Linguistics, Literature, and/or Culture or closely related field, in hand at time of appointment; demonstrated advanced proficiency level in Chinese, Japanese and English; proven record of teaching effectiveness; demonstrated record of scholarship or evidence of strong scholarly potential; ability to teach a range of undergraduate courses, Linguistics, Literature, and/or Culture.

Preferred Qualifications: Ability and interest in program building that includes developing new courses. Research and instruction that has a comparative, interdisciplinary, and/or global reach; experience in teaching with technology; Experience or familiarity with Oral Proficiency Interview guidelines and ACTFL standards.

For full job description, please visit <http://jobs.colostate.edu> and search for Chinese and Japanese.

Applicants should upload their dossier at <http://jobs.colostate.edu/postings/38393>. The dossier should include a letter of interest addressing the minimum and preferred qualifications; a current *curriculum vitae*; copies of all graduate transcripts; evidence of effective teaching (i.e. student or peer evaluations, letters of recommendation addressing teaching, sample syllabi, etc.); evidence of scholarly achievement or strong potential; statement of Teaching Philosophy; a sample publication or writing not exceeding 25 pages long, or a thesis chapter; and three recent confidential letters of

reference addressed to Dr. José Luis Suárez-García, search Committee Chair. Referees will be contacted for a reference letter upon submission of completed application. All materials should be submitted online; no email applications will be accepted. For a completed application, all materials must be submitted online by 11:59 pm (MT) on **November 21, 2016**.

Application materials of semifinalist candidates, including letters of reference, will be made available for review by the entire faculty of the Department of Languages, Literatures & Cultures. CSU is an EO/EA/AA employer. Colorado State University conducts background checks on all final candidates.

Harvard University

The Department of East Asian Languages and Civilizations at Harvard University invites applications for the **full-time position of Preceptor in Japanese** expected to begin July 1, 2017. The preceptor will be responsible for acting as instructor in charge of one of the levels of Japanese taught at Harvard, between elementary and advanced (fifth year level), and for training and supervising instructors in the Japanese program. The successful applicant should have native or near-native command of modern standard Japanese, both written and spoken, be able to teach modern Japanese at any level, elementary through advanced, to learners whose native language is English, and be well trained in the issues of teaching Japanese as a foreign language.

An M.A. degree or higher in Japanese Linguistics, Japanese Pedagogy, Foreign Language Education, Second Language Acquisition, or a closely related field, and several years of experience teaching modern Japanese at the college level in the United States are preferred. Experience in computer-assisted language teaching is also desirable. This will be a term appointment, with the duration of the term to be determined. The appointment is renewable, based on performance and curricular need, for up to a total of eight years.

Interested candidates should submit a letter of application, curriculum vitae, and the names and contact information of three references (who will be invited to upload letters of recommendation) through ARIeS at <http://academicpositions.harvard.edu/postings/7208>. Candidates should also submit a 20-minute teaching demo by URL through the ARIeS portal. If online submission through the URL is not possible, a DVD containing the teaching demo may be submitted by mail to:

Chair, Preceptor Search Committee
Japanese Language Program
East Asian Languages and Civilizations Department Harvard University
5 Bryant Street
Cambridge, MA 02138

All application materials should be submitted no later than **January 23, 2017**. Please note that your references will not be invited to upload their references until you have submitted your complete application on-line.

Harvard University is an equal opportunity employer and all qualified applicants will receive consideration for employment without regard to race, color, religion, sex, sexual orientation, gender identity, national origin, disability status, protected veteran status, or any other characteristic protected by law.

Kenyon College

Kenyon College, a highly selective, nationally ranked liberal arts college in central Ohio, invites applications for a one-year position as **Visiting Assistant Professor of Japanese** beginning in Fall 2017. The successful candidate will teach five courses, both within the Japanese language program and in the candidate's area of expertise. Minimum qualifications include a PhD in Japanese language and literature or related field, including Comparative Literature; native or near-native fluency in Japanese and English; and experience in teaching Japanese to English-speaking students at the college level. ABDs will be considered.

To apply, candidates should visit the online application site found at <http://careers.kenyon.edu>. A complete application will be composed of 1) a cover letter discussing the applicant's research and scholarship undertaken, its relevance to the field or discipline, and prior teaching experience; 2) a statement of the applicant's teaching philosophy and evidence of teaching excellence; 3) a Curriculum Vitae; 4) an unofficial transcript; and 5) three (3) letters of recommendation. All application materials must be submitted electronically through Kenyon's employment website.

Review of applications will begin **December 1, 2016**, and will continue until the position is filled. Completed applications received by the December 1 deadline will be guaranteed full consideration.

Kenyon College is a nationally prominent, private liberal arts college where academic excellence goes hand in hand with a strong sense of community and close relationships among students and professors.

United States Air Force Academy

The United States Air Force Academy (USAFA) Dean of Faculty, Department of Foreign Languages, anticipates filling the **TERM (full-time) position of Assistant Professor of Japanese, beginning on 26 June 2017 and terminating on 30 June 2020**. Subsequent re-appointments of up to 4 years in length are possible and will be based upon an assessment of performance, Air Force and departmental needs, and financial constraints. This position is being filled by an alternative hiring process and is not in the competitive civil service.

The United States Air Force Academy (USAFA), located just north of Colorado Springs, Colorado, is an undergraduate institution that awards the Bachelor of Science degree as part of its mission to educate, train, and inspire men and women to become officers of character, motivated to lead in the United States Air Force in service to our nation. Faculty applications are invited from candidates who can contribute to this mission by interacting with cadets, both in and out of the classroom, as instructors and mentors. The student body consists of approximately 4,000 men and women representing every state and several foreign countries. The Academy faculty is an integrated group of military and civilian educators. The curriculum includes core academic and professional courses, and 27 disciplinary and interdisciplinary majors.

The United States Air Force Academy is dedicated to the goal of building a pluralistic faculty committed to a multicultural environment that enriches the educational experience of our students. Hence, we are especially interested in candidates whose teaching, life experience and/or research interests contribute to a climate that values and uses diversity in all its forms. Interested persons should submit a curriculum vitae and a statement of interest that addresses the ways in which the

applicant's qualifications meet the requirements of the ad to include evidence of teaching excellence, promise of research productivity, and commitment to diversity/inclusion.

Essential qualities expected of every faculty member include the personal attributes of integrity, industry, cooperation, initiative, and breadth of intellectual interests.

WHO MAY APPLY: Applications will be accepted from United States citizens (U.S. citizenship required at time of application).

Applications are invited from candidates who can contribute to the Academy mission by interacting with cadets, both in and out of the classroom. Applications are invited from candidates with strong interests in teaching and developing undergraduate courses. Facility with computers and advanced technology to enhance education is desirable. Successful candidates will demonstrate the potential for teaching excellence, academic service, sustained intellectual contributions, and will have native or near native Japanese language skills. Duties will include instruction ranging from introductory to advanced courses as well as potentially coordinating and directing a range of immersion and study-abroad opportunities.

JOB REQUIREMENTS:

Key Requirements:

U.S. Citizenship

Successful completion of a background investigation

Service of a 1-year trial period

Doctoral degree (see "Qualifications" below for required disciplines)

Qualifications:

A Doctoral degree (completed by employment start date) in Japanese, Japanese Literature, Japanese History, and/or Japanese Socio-Cultural/Political Studies, and/or Second Language Acquisition, Applied Linguistics, and/or Foreign Language Education with emphasis in Japanese is required. Such experiences include but are not limited to formal classroom instruction including class and material development and preparation, course design, testing, tutoring and counseling.

Academic disciplines: Japanese, Japanese Literature, Japanese History, and/or Japanese Socio-Cultural/Political Studies, and/or Second Language Acquisition, Applied Linguistics, and/or Foreign Language Education with emphasis in Japanese or another doctoral degree with several years of proven experience as a Japanese Instructor at the university level.

Desired Qualifications:

DLPT minimum score of 3/3 or ACTFL OPI with minimum score of SUPERIOR is highly desirable. Facility with computers and advanced technology to enhance education is desirable.

The deadline for applications is **December 15, 2016**.

University of Florida

The Department of Languages, Literatures and Cultures at the University of Florida, Gainesville, invites applications for **two 9-month, tenure-track positions in Japanese literature and culture**, to begin August 16, 2017. Applications from candidates specializing in either pre-Meiji literature or contemporary literature and media are particularly welcome. The successful candidates will

contribute to the Japanese track of the undergraduate B.A. in Foreign Languages and Literatures and to interdisciplinary studies and internationalization through such activities as course development, curriculum enhancement and their own dynamic research agenda. Activities should synergize with programs beyond the department, such as Film and Media Studies, Medieval and Early Modern Studies, Women's Studies and Gender Research, and the Samuel P. Harn Museum of Art, which has an extensive Asia collection. Teaching duties will include courses on literature, culture, advanced language, and/or others as appropriate to area of specialization, such as visual media.

The University of Florida is an equal opportunity institution dedicated to building a broadly diverse and inclusive faculty and staff. If an accommodation due to a disability is needed to apply for this position, please call 352-392-2477 or the Florida Relay System at 800-955-8771 (TDD). The recruitment/selection process will be conducted in accordance with Florida's "Government in the Sunshine" and public records laws.

The salary is competitive and commensurate with qualifications and experience and includes a full benefits package.

Ph.D. is required prior to appointment. Native or near-native proficiency in Japanese and English is expected. The candidate should demonstrate a strong commitment to excellence in teaching and research.

Applications must be submitted on-line at <http://explore.jobs.ufl.edu/cw/en-us/job/499186/assistant-professor>, and must include a letter of application that details your current and future research plans, CV, two sample syllabi or a statement of teaching philosophy, samples of peer or student teaching evaluations (as available), selected publications or writing sample, dissertation abstract and chapter outline. In addition, names and email address for three references must be provided on the application. An email will be sent automatically to your references, requesting them to upload their letter. For full consideration, application materials should be received by **November 30, 2016**, and the position will remain open until filled. Questions about the positions or application procedures may be directed to Associate Professor Ann Wehmeyer at awehmeye@ufl.edu.

Final candidates will be required to provide official transcript to the hiring department upon hire. A transcript will not be considered "official" if a designation of "Issued to Student" is visible. Degrees earned from an education institution outside of the United States are required to be evaluated by a professional credentialing service provider approved by National Association of Credential Evaluation Services (NACES), which can be found at www.naces.org.

University of North Carolina, Charlotte – Japanese Language and Film

The Department of Languages and Culture Studies at the University of North Carolina at Charlotte seeks a tenure-track assistant professor of Japanese, with a specialization in film, beginning August 2017.

Required qualifications include: native or near native proficiency in English and Japanese; strong commitment to teaching undergraduates; enthusiasm for making dynamic, innovative contributions to the intellectual mission of Japanese Studies; clear potential for scholarly excellence as demonstrated by a focused research agenda; a commitment to promoting diversity and working

with underrepresented groups; experience in teaching Japanese film, including anime; and PhD at time of initial appointment.

Job duties include teaching courses in Japanese film and culture; advising undergraduate students; contributing to service activities and leadership in the Department; and maintaining a successful research and publication record.

The Department of Languages and Culture Studies is a dynamic, research-intensive department with a commitment to balancing curricular tradition and innovation. In order to further the university's goal of increased internationalization in the Charlotte region, we offer an MA in Spanish with a track in English-Spanish translation studies; undergraduate majors and minors in French, German, Japanese and Spanish; additional minors in Chinese, Classical Studies, Francophone Studies, Italian, Russian and Film Studies; beginning and intermediate level classes in Arabic, Farsi, and Portuguese; a graduate and undergraduate Certificate in Translating; a Certificate in Business Language; online courses via the University of North Carolina Language Exchange; and a variety of study abroad experiences. The Department boasts a modern Language Resource Center, which provides cutting-edge technology for language pedagogy, and a diverse faculty from around the world who offer more than 200 courses to more than 4,000 students annually.

As the largest college at UNC Charlotte, the College of Liberal Arts & Sciences houses 20 departments in the humanities, social sciences, physical sciences and military sciences, as well as 24 applied research centers and interdisciplinary programs. It offers eight doctoral degrees, 34 master's degrees and graduate certificates and 34 undergraduate degrees.

The University of North Carolina at Charlotte is a doctoral-extensive urban university committed to excellence in research and teaching. As an EOE/AA employer and an ADVANCE Institution that strives to create an academic climate in which the dignity of all individuals is respected and maintained, UNC Charlotte encourages applications from all underrepresented groups. Finalists will be asked during their screening interview to discuss how the topics of diversity and inclusion are incorporated into their teaching and research.

The candidate selected for this position is subject to a criminal background check and must be able to meet eligibility requirements to work in the United States.

Screening of applications will begin **December 1, 2016** and will continue until the position is filled. Applications must be made electronically at <https://jobs.uncc.edu/postings/12776> and should include a cover letter, current and complete CV, research statement, teaching statement, and a copy of the graduate transcript, with English translation. Three original letters of recommendation must be mailed or emailed directly to Dr. Ann Gonzalez, Interim Chair, Department of Languages and Culture Studies, UNC Charlotte, 9201 University City Blvd., Charlotte, NC 28223. Email: abgonzal@uncc.edu.

University of North Carolina, Charlotte – Japanese Translation

The Department of Languages and Culture Studies of the University of North Carolina at Charlotte seeks a **tenure-track assistant professor of Japanese Translation**, beginning August 2017.

Required qualifications include: native or near native proficiency in Japanese and English; strong commitment to teaching undergraduates/graduates; enthusiasm for helping Department to grow its program in Japanese translation and making dynamic, innovative contributions to the intellectual mission of Japanese Studies; clear potential for scholarly excellence as demonstrated by a focused research agenda; a commitment to promoting diversity and working with underrepresented groups; experience in teaching translation (translating is done in both directions: Japanese and English), and PhD at time of initial appointment.

Job duties include teaching courses in Japanese language and translation; advising undergraduate and graduate students; contributing to service activities and leadership in the Department; and maintaining a successful research and publication record.

The Department of Languages and Culture Studies is a dynamic, research-intensive department with a commitment to balancing curricular tradition and innovation. In order to further the university's goal of increased internationalization in the Charlotte region, we offer an MA in Spanish with a track in English-Spanish translation studies; undergraduate majors and minors in French, German, Japanese and Spanish; additional minors in Chinese, Classical Studies, Francophone Studies, Italian, Russian and Film Studies; beginning and intermediate level classes in Arabic, Farsi, and Portuguese; a graduate and undergraduate Certificate in Translating; a Certificate in Business Language; online courses via the University of North Carolina Language Exchange; and a variety of study abroad experiences. The Department boasts a modern Language Resource Center, which provides cutting-edge technology for language pedagogy, and a diverse faculty from around the world who offer more than 200 courses to more than 4,000 students annually.

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