



SENATE COMMITTEE ON CURRICULAR AFFAIRS
COURSE SUBMISSION AND CONSULTATION FORM

Principal Faculty Member(s) Proposing Course

Name	User ID	College	Department
JESSAMYN ABEL	JUA14	Liberal Arts (LA)	Not Available

Academic Home: Liberal Arts (LA)

Type of Proposal: Add Change Drop

Current Bulletin Listing

Abbreviation: **CHNS**

Number: **121**

I am requesting recertification of this course for the new Gen Ed and/or University Requirements Guidelines

Course Designation

(CHNS 121N) Chinese Film and New Media

Course Information

Cross-Listed Courses:

Prerequisites:

Corequisites:

Concurrents:

Recommended Preparations:

Abbreviated Title: Chinese Film

Discipline: General Education

Course Listing: Inter-Domain

Special categories for Undergraduate (001-499) courses

Foundations

Writing/Speaking (GWS)

Quantification (GQ)

Knowledge Domains

Health & Wellness (GHW)

Natural Sciences (GN)

Arts (GA)

Humanities (GH)

Social and Behavioral Sciences (GS)

Additional Designations

Bachelor of Arts

International Cultures (IL)

United States Cultures (US)

Honors Course

Common course number - x94, x95, x96, x97, x99

Writing Across the Curriculum

First-Year Engagement Program

First-Year Seminar

Miscellaneous

Common Course

GE Learning Objectives

GenEd Learning Objective: Effective Communication

GenEd Learning Objective: Creative Thinking

GenEd Learning Objective: Crit & Analytical Think

GenEd Learning Objective: Global Learning

GenEd Learning Objective: Integrative Thinking

GenEd Learning Objective: Key Literacies

GenEd Learning Objective: Soc Resp & Ethic Reason

Bulletin Listing

Minimum Credits: 3

Maximum Credits: 3

Repeatable: NO

Department with Curricular Responsibility: Asian Studies (UPLA_ASIA)

Effective Semester: After approval, the Faculty Senate will notify proposers of the effective date for this course change. Please be aware that the course change may not be effective until between 12 to 18 months following approval.

Travel Component: NO

Course Outline

A brief outline or overview of the course content:

This course is intended to provide an introduction to modern and cutting-edge forms of cultural production in the Chinese-speaking world from the twentieth century to the present day. Prior study of Chinese culture is not required and materials will be available in English. Students will learn about major technologies and forms of media, including film, TV drama, documentary and various forms of media (cell-phone novels, blogs, Internet literature, MMOGs, IM, and Web 2.0 for instance). Readings and screenings will cover several artistic modes including formalism, historiography, documentary, period drama, and experimental works. The course, or individual units within the course, will be structured so that students develop an historical perspective, allowing them to understand the cultural contexts that have inspired the creative works under study. By examining Chinese-language film and new media with attention to changing cultural settings, students will investigate such topics as the relation between social institutions and the individual, the formation and expression of identity, changing gender roles and family structures, the impact of technological and economic trends on social structure, and changing climates of censorship and freedom of expression.

A listing of the major topics to be covered with an approximate length of time allotted for their discussion:

Unit One: Understanding Media (2 weeks)

Unit Two: The Film Industry (6 weeks)

Unit Three: TV drama (5 weeks)

Unit Four: Other Modes of New Media (2 weeks)

Course Description:

Survey of Chinese film and new media in the twentieth century and beyond, with attention to changing cultural settings. Taught in English. CHNS 121 Chinese Film and New Media (3) (GH;GA;IL) (BA) This course meets the Bachelor of Arts degree requirements. This is intended to provide an introduction to modern and cutting-edge forms of cultural production in the Chinese-speaking world from the twentieth century to the present day. Prior study of China is not required and materials will be available in English. Students will learn about major technologies and forms of media, including film, TV, and various forms of new media (cell-phone novels, blogs, MMOGs, IM, and Web 2.0 for instance). Readings and screenings will cover several artistic modes including formalism, historiography, documentary, period drama, and experimental works. The course, or individual units within the course, will be structured so that students develop an historical perspective, allowing them to understand the cultural contexts that have inspired the creative works under study. By examining Chinese-language film and new media with attention to changing cultural settings, students will investigate such topics as the relation between social institutions and the individual, the formation and expression of identity, changing gender roles and family structures, the impact of technological and economic trends on social structure, and changing climates of censorship and freedom of expression. In addition, students will learn to think critically about various media's techniques and aesthetics of representation, and will become more engaged, critical spectators of film and related media. Class work includes some lecture but emphasizes guided discussions, group work, writing exercises, and some student presentations. This participatory approach is intended to deepen students' appreciation of the works, to help them understand value systems that may differ from those predominant in western cultures, and to assist students in developing both analytical and expressive abilities. Through critical reading, group discussion and interpretive writing, students will hone skills for evaluating modes of cultural production and consumption in the Chinese-speaking world. The course is designed to be suitable for all students generally interested in China, or interested in various fields of humanistic study, whether or not they have previously studied

Chinese culture. It is designed to count as General Education and as a B.A. "Other Cultures" course. This course will be taught in the active-learning mode, featuring a variety of instructional components such as lecture, discussion, oral presentations, web-based activities, etc., to provide students abundant opportunity for expressing their opinions. As a general education course, all versions will include writing, speaking, self-expression; information gathering, synthesis, and analysis; and international/intercultural components.

The name(s) of the faculty member(s) responsible for the development of the course:

Name: JESSAMYN ABEL (JUA14)

Title:

Phone:

Address:

Campus: UP

City:

Fax:

Course Justification

Instructional, Educational, and Course Objectives:

This section should define what the student is expected to learn and what skills the student will develop.

This course is intended to provide an introduction to modern and cutting-edge forms of cultural production in the Chinese-speaking world from the twentieth century to the present day. Prior study of China is not required and materials will be available in English. Students will learn about major technologies and forms of media, including film, TV, and various forms of new media (cell-phone novels, blogs, MMOGs, IM, and Web 2.0 for instance). Readings and screenings will cover several artistic modes including formalism, historiography, documentary, period drama, and experimental works. The course, or individual units within the course, will be structured so that students develop an historical perspective, allowing them to understand the cultural contexts that have inspired the creative works under study. By examining Chinese-language film and new media with attention to changing cultural settings, students will investigate such topics as the relation between social institutions and the individual, the formation and expression of identity, changing gender roles and family structures, the impact of technological and economic trends on social structure, and changing climates of censorship and freedom of expression. In addition, students will learn to think critically about various media's techniques and aesthetics of representation, and will become more engaged, critical spectators of film and related media.

Evaluation Methods:

Include a statement that explains how the achievement of the educational objective identified above will be assessed.

The procedures for determining students' grades should be specifically identified.

Evaluation methods will vary by instructor, but the breakdown may, for example, be: 3 quizzes (10 % each), 1 mid-term exam (20%), 1 final exam (30%), attendance and participation (20%).

Class work includes some lecture but emphasizes guided discussions, group work, writing exercises, and some student presentations. This participatory approach is intended to deepen students' appreciation of the works, to help them understand value systems that may differ from those predominant in western cultures, and to assist students in developing both analytical and expressive abilities. Through critical reading, group discussion and interpretive writing, students will hone skills for evaluating modes of cultural production. Evaluation will be through means such as in-class presentations, short writing assignments, midterms or quizzes, one analytic paper (3-7 pages), and in-class/on-line participation and discussion.

Relationship/Linkage of Course to Other Courses:

This statement should relate the course to existing or proposed new courses. It should provide a rationale for the level of instruction, for any prerequisites that may be specified, or for the course's role as a prerequisite for other courses.

Chinese 121 complements course on Chinese literature in its cultural context (Chinese 120), extending coverage to other media and bringing information on newly-developing forms of cultural production into the curriculum. As introductory level, English language surveys, Chinese 120 and 121 serve as a basis for students in the major to pursue other, more specialized and advanced explorations of diverse issues pertaining to China. This course is also suitable for students in other fields of literature, the arts, or humanistic study, or any students generally interested in China.

Relationship of Course to Major, Option, Minor, or General Education:

This statement should explain how the course will contribute to the major, option, or minor and indicate how it may function as a service course for other departments.

Supports the major/minor in Chinese. It may count within other programs as well, such as Asian Studies or Comparative Literature. It is designed to count as General Education (Humanities; GH) and as a B.A. / Other Cultures course.

A description of any special facilities:

This course will require a Technology Classroom equipped with a TV, DVD, VCR, digital projector, computer hook-up, internet access, and screen.

Frequency of Offering and Enrollment:

This course will be offered once a year, with an enrollment of 40-50 students.

Justification for Changing The Proposal:

Include a justification for each change to the course. Particular attention should be paid to the effects of the course change within the discipline and in other disciplines where the course may be required within a major or used as a

service course. When a unit submits several course changes, with or without new course proposals, a general statement covering the programmatic effects of the changes should be submitted.

GenEd recertification

Alignment with General Education Objectives

- EFFECTIVE COMMUNICATION** – the ability to exchange information and ideas in oral, written, and visual form in ways that allow for informed and persuasive discourse that builds trust and respect among those engaged in that exchange, and helps create environments where creative ideas and problem-solving flourish.
- KEY LITERACIES** – the ability to identify, interpret, create, communicate and compute using materials in a variety of media and contexts. Literacy acquired in multiple areas, such as textual, quantitative, information/technology, health, intercultural, historical, aesthetic, linguistic (world languages), and scientific, enables individuals to achieve their goals, to develop their knowledge and potential, to lead healthy and productive lives, and to participate fully in their community and wider society.
- CRITICAL AND ANALYTICAL THINKING** – the habit of mind characterized by comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating a conclusion. It is the intellectually disciplined process of conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action.
- INTEGRATIVE THINKING** – the ability to synthesize knowledge across multiple domains, modes of inquiry, historical periods, and perspectives, as well as the ability to identify linkages between existing knowledge and new information. Individuals who engage in integrative thinking are able to transfer knowledge within and beyond their current contexts.
- CREATIVE THINKING** – the capacity to synthesize existing ideas, images, or expertise in original ways and the experience of performing, making, thinking, or acting in an imaginative way that may be characterized by innovation, divergent thinking, and intellectual risk taking.
- GLOBAL LEARNING** – the intellectually disciplined abilities to analyze similarities and differences among cultures; evaluate natural, physical, social, cultural, historical, and economic legacies and hierarchies; and engage as community members and leaders who will continue to deal with the intricacies of an ever-changing world. Individuals should acquire the ability to analyze power; identify and critique interdependent global, regional, and local cultures and systems; and evaluate the implications for people's lives.
- SOCIAL RESPONSIBILITY AND ETHICAL REASONING** – the ability to assess one's own values within the social context of problems, recognize ethical issues in a variety of settings, describe how different perspectives might be applied to ethical dilemmas, and consider the ramifications of alternative actions. Individuals should acquire the self-knowledge and leadership skills needed to play a role in creating and maintaining healthy, civil, safe, and thriving communities.

What component(s) of the course will help students achieve the General Education Learning Objectives covered in the course? Provide evidence that students in the course have adequate opportunities to achieve the identified learning objectives.

KEY LITERACIES

This class furthers students' abilities to interpret and process visual texts (films and various new media formats), with special focus on transcultural literacy. By analyzing Chinese films and new media products, students will learn to evaluate the communicative strategies employed by visual texts, and to describe these in writing. In addition may produce their own short films, thus applying their insights in an active mode.

CRITICAL AND ANALYTICAL THINKING

This helps students to critically evaluate films and other new media and interrogate them with regard to political, social, and creative messages. The class guides students in the analysis of a wide variety of Chinese films, addressing both narrative and formal aspects of film-making, and furthers their ability to articulate their critical insights in a larger intercultural communication.

GLOBAL LEARNING

By discussing, evaluating, and analyzing films and new media from China, Taiwan, Hong Kong, and other Chinese-speaking territories, students will gain insights into social and cultural problems in different world regions. They will gain the ability to interrogate and critically discuss cultural products from transcultural angles that take into account both the films' and their own subject positions.

How will students be assessed to determine their attainment of the Learning Objective(s) of General Education covered in this course? This assessment must be included as a portion of the student's overall performance in this course.

KEY LITERACIES: Students will be exposed to a wide variety of films from China, Taiwan, Hong Kong, and other Chinese-speaking territories; they will be introduced to the key problems and terminology of film analysis (e.g. camera work, mise-en-scene, editing; and they may be given opportunity to apply these newly acquired concepts actively through exercises in producing their own China-related short films.

CRITICAL AND ANALYTICAL THINKING: Students will discuss the films and new media works in class in critical detail, and will learn to write analytically about both the narrative and formal properties of this films. Students will thus be encouraged to become engaged and critical spectators and readers of visual texts they encounter in their environments.

GLOBAL LEARNING: The class will introduce students to the cultural, social, and political contexts of the chosen films and new media, and will be guided in developing nuanced perspectives on different cultural settings. They will thus learn to interpret Chinese films through sensitivity to cultural context and symbolic content while coming to understand the stakes involved in interpretation.

General Education Domain Criteria

General Education Designation: Inter-Domain

GA Criteria

- Explain the methods of inquiry in arts fields and describe how the contributions of these fields complement inquiry in other areas
- Demonstrate an expanded knowledge and comprehension of the role that the arts play in various aspects of human

endeavor

Demonstrate competence in the creation of works of art and design

Demonstrate competence in analysis, critical thinking and interpretive reasoning through the exploration of creative works

Identify and explain the aesthetic, historic, social, and cultural significance of important works of art and critically assess creative works, their own or others', through evaluative processes of analysis and interpretation

What components of the course will help students achieve the domain criteria selected above?

- 1) Teaching the history of film and new media in China will a sense of the role of these arts in Chinese culture.
 - 2) By watching films and analyzing both content and form, students will gain competence in analysis, critical thinking and interpretive reasoning through the exploration of creative works.
 - 3) Through formal analysis and historical context, students will gain understanding of the aesthetic, historic, social, and cultural significance of important works of art and critically assess creative works.
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GH Criteria

Explain the methods of inquiry in humanities fields and describe how the contributions of these fields complement inquiry in other areas

Demonstrate competence in critical thinking about topics and texts in the humanities through clear and well-reasoned responses

Critically evaluate texts in the humanities— whether verbal, visual, or digital— and identify and explain moral or ethical dimensions within the disciplines of the humanities

Demonstrate knowledge of major cultural currents, issues, and developments through time, including evidence of exposure to unfamiliar material that challenges their curiosity and stretches their intellectual range

Become familiar with groups, individuals, ideas, or events that have influenced the experiences and values of different communities

What components of the course will help students achieve the domain criteria selected above?

- 1) Students will learn to interpret the popular media of China through sensitivity to cultural context and symbolic content while coming to understand the stakes involved in interpretation.
 - 2) Students will learn to evaluate Japanese films and new media within cultural, historical, and artistic frames thus enabling them to understand such media through lenses that may allow them to see the materials in ways that were not part of their conditioned ways of watching and consuming prior to the course.
 - 3) By framing Chinese film and new media within cultural, social, and historical contexts and events such as the Cultural Revolution, the reform era, and the 1997 return of Hong Kong, students will come to understand how partake in the social and political discourses that shape the self-image of the nation/society.
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Integrative Studies

Explain how the intellectual frameworks And methodologies of the two Knowledge Domains will be explicitly addressed in the course and practiced by the students.

The intellectual frameworks and methodologies of the Humanities and Arts will be explicitly addressed through separate (if overlapping) sections, during which we will consciously and explicitly approach the subject from a particular disciplinary angle. Examining Chinese film and visual art media through Art historical and formal analytic lenses, the course will provide students with ample integrative opportunities.

Demonstrate that each Of the two domains will receive approximately equal attention, providing evidence from course topics, assignments, or other course components, and that students will integrate material from both domains.

Students will early on be exposed to intensive training in the approaches, methodologies, and critical vocabularies of the humanities and the arts, respectively. They will consequently be taught to balance their analyses by taking into account both narrative and aesthetic features and arrives at integrative accounts of the film. Writings and assignments will give equal weight to testing understanding of both the narrative parameters and the aesthetic features of Chinese cinema.

Briefly explain the staffing plan. Given that each Inter-Domain course is approved for two Knowledge Domains, it will be taught by an instructor (or instructional team) with appropriate expertise in both domains.

The instructors of this course have all agreed that every time this course is taught it will be taught as integrative. Our competencies in both fields come from combined decades of teaching Chinese cultural history, literature, film, and fine arts.

Describe the assessments that will be used to determine students' ability to apply integrative thinking.

Students will write brief papers and quizzes, and work in groups on a final project that displays their critical understanding of both domains' approaches to film and new media, for instance by analyzing a film's content in terms of its artistic techniques, historical trends, and film history.

General Education Designation Requirements

Bachelor Of Arts Requirements:

BA: Natural Sciences

BA: Other Cultures

BA: Foreign/World Lang (12th Unit)

BA: Humanities

BA: Social and BA: Behavioral Sciences

BA: Arts

BA: Quantification

BA: Foreign/World Lang (All)

This course fulfills the requirements for the B.A. Humanities category because it is focused on interpretation, understanding, and evaluation of fundamental human interactions on an international level, and it teaches students techniques for evaluating and responding to various forms of written and visual primary materials.

This course fulfills the requirements for the B.A. Arts category because it helps students understand and appreciate important creative works.

It should be categorized as an "Other Cultures" course because:

1. It will be limited to content that is fundamentally "non-Western" (China) and devoted to cultures differing significantly from the North American-European tradition.
2. It will be predominantly centered on "non-Western" concerns with regard to course content and overall focus.
3. It will be specifically concerned with aspects of non-Western culture rather than holding a primary interest in Western responses or reactions to non-Western cultures.

Intercultural Requirements:

1. This course meets the definition of an international cultures course.

2. Statement of course objectives that reflect the IL content, and a listing of major topics with an approximate length of time for their discussion.

By examining Chinese-language film and new media with attention to changing cultural settings, students will learn to appreciate and critically engage cultural production from a major global civilization. They will be exposed to and interrogate different cultural understandings of major events, institutions, and social conventions, including war and revolution, urbanity, and gender in the Chinese-speaking world.

Week 1 Introduction

Week 2-3 The fundamentals of film-making and analysis: Camera work, mise-en-scène, editing

Week 4-6 Topic I: War, Revolution, Rebellion

Week 7-9 Topic II: The City in Chinese Film and New Media

Week 10-12 Topic III: Women and Gender

Week 13-15 Topic IV: New Paths: Film and New Media in 21st Century China

Final session Exhibition of Final Projects

3. Survey of Chinese film and new media in the twentieth century and beyond, with attention to both aesthetics and cultural contexts. Taught in English.

CHNS 121 Chinese Film and New Media (3) (GH;GA;IL) (BA) This course meets the Bachelor of Arts degree requirements. This class provide an introduction to modern to film and new media in the Chinese-speaking world from the twentieth century to the present day. Prior study of China is not required and materials will be available in English. Students will learn about the technologies and aesthetics of film-making, such as camera work, mise-en-scène, and editing, and forms of media including film, TV, and new media genres. Readings and screenings will cover artistic modes such as formalism, historiography, documentary, period drama, and experimental works. The course, or individual units within the course, will be structured so that students develop an historical perspective, allowing them to understand the cultural contexts that have inspired the creative works under study. By examining Chinese-language film and new media with attention to changing cultural settings, students will investigate such topics as the relation between social institutions and the individual, the formation and expression of identity, changing gender roles and family structures, and the impact of technological and economic trends on social structure. In addition, students will learn to analyze film style and the aesthetic features of visual media, allowing them to think critically about the techniques and aesthetics of representation, and consequently become more engaged, critical spectators of film and related media. Class work may include lectures, guided discussions, group work, writing exercises, and some student presentations. This participatory approach is intended to help student develop their analytical and critical skills, to understand value systems that may differ from those predominant in western cultures, and to assist them in developing both expressive abilities. Through critical reading, group discussion and interpretive writing, students will hone skills for evaluating modes of cultural production and consumption in the Chinese-speaking world. Evaluation will rely on means such as in-class presentations, short writing assignments, midterms or quizzes, analytic papers, in-class/on-line participation and discussion, and group projects. The course is designed to be suitable for all students generally interested in China, or interested in various fields of humanistic study, whether or not they have previously studied Chinese culture.

4. The course encourages students to develop understanding of the historical backgrounds, cultural contributions, social, and political circumstances of the Chinese-speaking world in the following ways:

- a. The course will consistently encourage students to see the Chinese-speaking nations, as part of a broader global context, with relations and interactions on multiple fronts.
- b. The course will cultivate awareness of the pluralism and diversity within and among the different nations of the Chinese-speaking world by drawing attention to the films' different aesthetic choices and strategies, and to their different social, political, and cultural contexts.
- c. The course will increase knowledge of different cultural values, traditions, beliefs and customs through the lens of films and new media forms.
- e. The course will increase knowledge about the range of cultural achievements in the Chinese-speaking world through examining and appreciating films as art works and artistic achievements from the twentieth to the early twenty-first century.

- f. In studying cinema and new media in the Chinese-speaking world, students will further their ability to recognize and be sensitive to the different ways social identities have been valued.
- g. Learning about aspects of Chinese history and societies will help students to challenge their own preconceptions and expectations, and thus encourages them to re-examine beliefs and behaviors about social identities (especially about ethnicity, race, and nationality).
- j. The class assignments for the course will increase students' ability to locate and evaluate information and build knowledge about other global peoples and cultures beyond their immediate horizons.

5. The IL educational objectives will be assessed through means such as in-class presentations, short writing assignments, midterms or quizzes, analytic papers, in-class/on-line participation and discussion, and especially group projects that ask students to engage directly with cultural and social perspectives different from their own.

Campuses That Have Offered (CHNS 121) Over The Past 4 Years

semester	AB	AL	BK	BR	BW	CR	DS	ER	FE	GA	GV	HB	HN	HY	LV	MA	NK	PC	SH	SL	UP	WB	WC	WS	XC	XP	XS	YK
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UPLOADED DOCUMENTS FOLLOW:

Course Abbreviation and Number: CHNS 121N

Credits: 3

Prerequisites/Co-requisites/Concurrent Requirements/Recommended Preparation: none

Course Attributes/Designations: GH/GA, BA, IL

General Education Learning Objectives:

Effective Communication: Students will develop their skills to express, in writing and speech, critical analysis of texts and images through such activities as short papers, class presentations, exams, and in-class discussion.

Key Literacies: Students will learn to identify, interpret, create, and communicate using materials from a variety of media, including 2D and 3D visual art, performance, film, short fiction, plays, and new media forms. Students will develop skills in textual and visual analysis, developing their knowledge on these topics and learning to participate fully in their classroom community.

Global Learning: In the process of learning about the history, culture, media production, circulation, and consumption habits of another country (Japan), students will develop further sensibilities and intercultural perspectives.

Course Description:

This course is intended to provide an introduction to modern and cutting-edge forms of cultural production in Japan from the twentieth century to the present day. Prior study of Japan is not required and materials will be available in English. Students will learn about major technologies and forms of media, including film, manga, anime, and various forms of “new media” (cell-phone novels, blogs, MMOGs, IM, and Web 2.0 for instance).

Readings and screenings will cover several artistic modes including formalism, historiography, documentary, period drama, and experimental works. The course, or individual units within the course, will be structured so that students develop an historical perspective, allowing them to understand the cultural contexts that have inspired the creative works under study. By examining Japanese film and new media with attention to changing cultural settings, students will investigate such topics as the relation between social institutions and the individual, the formation and expression of identity, changing gender roles and family structures, the impact of technological and economic trends on social structure, and changing climates of censorship and freedom of expression. In addition, students will learn to think critically about various media's techniques and aesthetics of representation, and will become more engaged, critical spectators of film and related media. Class work includes some lecture but emphasizes guided discussions, group work, writing exercises, and some student presentations.

This participatory approach is intended to deepen students' appreciation of the works, to help them understand value systems that may differ from those predominant in western cultures, and to assist students in developing both analytical and expressive abilities.

Through critical reading, group discussion and interpretive writing, students will hone skills for evaluating modes of cultural production and consumption in modern Japan.

The course is designed to be suitable for all students generally interested in Japan, or

interested in various fields of humanistic study, whether or not they have previously studied the culture of Japan. It is required for the Japanese major.

Course Learning Objectives:

This course aims to provide students with an introduction to film and new media in the Sinophone world. At the end of this course, students will be able to critically examine visual texts (feature films, but also documentary films and other new media productions), explain their narrative strategies, and analyze the aesthetic conventions of the medium (such as camera work, mise-en-scene, and editing). Students will enhance their visual literacy and acquire the skills to interrogate films and related visual products, and present their insights in writing through means such as essays and response papers.