



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

Message for Reviewers:

This was submitted by MJS to disentangle the recent from creating a new linked version of the course. prior consultation is attached on the original proposal.

Course Designation

(CHNS 120Z) Introduction to Chinese Literature and Culture - Linked

Course Information

Cross-Listed Courses:

Prerequisites:

Corequisites:

Concurrents:

Recommended Preparations:

Abbreviated Title: Chns Lit and Culture
Discipline: General Education
Course Listing: Linked

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: Upon Approval
Travel Component: NO

Course Outline

A brief outline or overview of the course content:

This course offers an introduction to Chinese history and societies through literature and visual culture. The readings will be drawn from both classical and modern traditions, covering the period from the 11th century B.C. to the contemporary era. Depending on individual instructor, this course may be organized around a few topics to highlight and encourage the study of Chinese literature and culture from comparative and global perspectives. For instance, selected topics could include "material culture," "literary representations of the empire," "popular culture," "globalization and contemporary China." All readings, visual materials, class discussions, and writing assignments are in English. No prior knowledge of Chinese or China is required. This course is a writing-intensive course in which students will be asked to submit informal response papers and formal papers in multiple drafts during the semester.

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

Week 1: Introduction
Week 2-5: Chinese poetry
Week 6-8: Chinese drama
Week 9-13: Chinese fiction
Week 14-15: Chinese film

Course Description:

CHNS 120Z This course provides an introduction to Chinese cultural production from ancient times to the postmodern era, with an emphasis on literature. In its more recent segments, the course will include film as well as considerations of Chinese cultures in the Chinese diaspora (such as the United States) and throughout the Chinese-speaking world. Students will learn about major eras of Chinese literature and the diversity of Chinese cultures in such locations as mainland China, Taiwan, Hong Kong, and the worldwide Chinese diaspora. Readings will represent several genres, such as poetry, folktale, short story, novel, prose fiction, drama, and historical annals. Through this course students can develop a historical and cultural perspective in order to understand the contexts and value systems that have inspired literary works. Students will investigate such topics as the relation between social institutions and the individual, the traditional patriarchal system, the changing roles of women, westernization, and post modern consumer culture, among others. Students will read literature and related materials from different periods, with examples from other media such as films where appropriate. Class work will include lectures or presentations by the instructor and student participation through means such as guided discussions, group discussions, and students' presentations. This participatory approach is intended to deepen students' appreciation of the texts, to help them understand value systems that may differ from, or else be shared with, those predominant in modern Western cultures, and to assist students in developing analytical and expressive abilities. CHNS 120Z is designed to be suitable for all students generally interested in China and the Chinese-speaking world, or interested in literature and other fields of humanistic study, whether or not they have previously studied Chinese culture. All materials will be available in English. The course is designed to count as General Education, as international cultures, and as a B.A. "Other Cultures" course. It is linked with ARTH 220Z. Taught in English.

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 has two objectives: one, to introduce to the student Chinese history, literature and culture through the reading of literary and visual texts; two, to train the student's writing ability through a combination of formal and informal writing assignments based on the required readings. Writing will be approached as a process in this course, with informal weekly response papers building toward the formal paper assignments and the draft submissions for formal paper assignments further helping the student improve the quality of your writing. By the end of this course, students will have learned to organize their ideas coherently, clearly, and effectively and present these ideas in a grammatically correct and stylistically effective prose.

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.

Will vary by instructor. For example:

Students' performance in three areas will be considered for final grade: weekly response papers and participation in virtual discussions (15%), formal short papers (5-7 pages) in multiple drafts (25% each = 75% total), 20-minute in-class presentation (10%)

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.

The course is designed to be suitable for all students generally interested in Chinese literature and culture, whether or not they have previously studied in these areas. This course could satisfy either Asian Studies or Chinese major and minor requirements, or count as General Education and as an IL ("International") course for students in majors other than Asian Studies or Chinese. The course has no prerequisites, but will complement the pre-existing CHNS 120 by examining a different aspect of Chinese culture.

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.

This course supports the Asian Studies and Chinese major and minor. It is a General Education GH and IL course and BA Other Cultures and Humanities. It will also be linked to ARTH 220Z as a Integrative Studies requirement option for students.

A description of any special facilities:

none

Frequency of Offering and Enrollment:

Every year, 40-50 students.

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.

b. Through analysis of literary and cultural texts from all over the Sinophone world (China, Taiwan, Hong Kong, Sinophone Southeast Asia, diasporic Chinese literatures) students will gain an overview of Chinese literature and culture, from ancient times to the present. Students develop textual, intercultural, and aesthetic literacies that emphasize cultural contexts as well as aesthetic features. Each week will include analysis of some type of primary source material (written and/or visual), giving students ample opportunity to develop these literacies.

f. In exploring various ways in which Chinese literature and culture have been practiced and transmitted and adapted at various times and places, students will develop their ability to analyze similarities and differences among and within cultures, evaluate cultural and historical legacies and hierarchies, which helps them to engage with a globalizing world in which China emerges as a key player.

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.

b. Literacy acquired in textual, intercultural, historical, and aesthetic areas will be evaluated through diverse activities and assignments, such as reading responses and analytic papers, group projects, class participation, and on-line discussion forums.

f. Class discussion, exams, and papers, will require students to analyze characteristics and themes of Chinese culture in its historical development and dissemination across various areas around the world.

General Education Domain Criteria

General Education Designation: Linked

Linked Courses

| ARTH 220Z

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?

• Students will learn to demonstrate competence in critical thinking through the analysis of key literary and cultural texts from the Sinophone world, and to formulate their findings in response papers, exams, online for a, etc.

• Students will learn to critically evaluate Chinese literary texts within cultural, historical, and artistic frames, thus enabling them to understand such texts through lenses that allow them to see these materials as expressions of broader cultural, moral, and ethical systems.

• Through both written work and class discussion, students will demonstrate their knowledge of major cultural currents, issues, and developments in China, much of which will include material, themes, and topics that were previously unfamiliar to them.

Integrative Studies

Explain how the intellectual frameworks and methodologies of each course's Knowledge Domain will be explicitly addressed in the course and practiced by the students.

As the general introduction to Chinese literature and culture, CHNS120A approaches issues and topics of Chinese cultural production from a disciplinary humanistic perspective. The art and architecture historians offering ART H 220Z use the intellectual frameworks and methodologies of their discipline to examine closely related issues and topics.

Explain how the courses in the Linkage will be linked with each other. It is anticipated that courses will usually be linked by subject matter, but they should additionally be linked by some purposeful component that provides opportunities for students to experience and practice integrative thinking across Knowledge Domains. The Linkage component between courses needs to be intentional and explicit to students. However, each course in a Linkage must be self-contained such that students can successfully complete just one course in the Linkage if they so choose.

Both courses examine Chinese and Asian cultures in their diversity, with a focus on their mutual communications and interactions. While both courses use works of art, such as literature and culture on the one hand, and objects of material culture on the other, as a point of access to Asian culture, each approaches the subject from its own perspective. Students will experience and practice integrative thinking across these two knowledge domains through the explicit attention both courses give to methodology and intellectual frameworks in the examination of shared topics. These include the historical evolution of these cultures, their transformation under the impact of contacts with the West, and their search for modernity.

Briefly explain the staffing plan. Given that each Linked course is approved for a single Knowledge Domain, it will be taught by an instructor (or instructional team) with appropriate expertise in that domain, who will also be expected to implement the Linkage's shared component as defined in this proposal

CHNS120Z is offered every year by scholars of Chinese literature and culture. ART H 220Z is offered at least once per year (and possibly more often in the future if student demand continues to increase as it has been) by historians of art and architecture. All of these scholars are well qualified to teach materials from their own disciplinary perspectives.

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

Since not all students will have taken both courses (and those who do will not all take them in the same order), neither course will assume knowledge or skills from the other. In addition, specific assignments will vary with instructor. However, exams and/or papers for both courses will require students to demonstrate their ability to integrate analysis of materials with their knowledge of historical trends and events from across the Chinese-speaking and Asian countries, and to identify and analyze differences and similarities among countries and communities within them.

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.

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:

International Cultures:

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.

Course objectives

By examining Chinese literature and culture 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. They will learn to analyze major genres, such as fiction, poetry, drama, and film, and to identify literary forms and aesthetic conventions in their temporal and spatial evolution.

Topic list with number of weeks for each

Week 1: Introduction

Week 2-5: Chinese poetry

Week 6-8: Chinese drama

Week 9-13: Chinese fiction

Week 14-15: Chinese film

3.

Course description

Chinese cultural productions, classical through contemporary; literature and film; changing cultural settings in multiple Chinesespeaking

locations. Taught in English.

CHNS 120 Introduction to Chinese Literature and Culture (3) (GH;IL) (BA) This course meetings the Bachelor of Arts degree requirements. This course provides an introduction to Chinese cultural production from ancient times to the postmodern era, with an emphasis on literature. In its more recent segments, the course will include film as well as considerations of Chinese cultures in the Chinese diaspora (such as the United States) and throughout the Chinese-speaking world. Students will learn about major eras of Chinese literature and the diversity of Chinese cultures in such locations as mainland China, Taiwan, Hong Kong, and the worldwide Chinese diaspora. Readings will represent several genres, such as poetry, folktale, short story, novel, prose fiction, drama, and historical annals. Through this course students can develop a historical and cultural perspective in order to understand the contexts and value systems that have inspired literary works. Students will investigate such topics as the relation between social institutions and the individual, the traditional patriarchal system, the changing roles of women, westernization, and postmodern consumer culture, among others. Students will read literature and related materials from different periods, with examples from other media such as films where appropriate. Class work will include lectures or presentations by the instructor and student participation through means such as guided discussions, group discussions, and students' presentations. This participatory approach is intended to deepen students' appreciation of the texts, to help them understand value systems that may differ from, or else be shared with, those predominant in modern Western cultures, and to assist students in developing analytical and expressive abilities. CHNS 120 is designed to be suitable for all students generally interested in China and the

Chinesespeaking

world, or interested in literature and other fields of humanistic study, whether or not they have previously studied Chinese culture. All materials will be available in English. The course is designed to count as General Education, as international cultures, 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.

4. The course encourages students to develop understanding of the historical backgrounds, cultural contributions, social, and political circumstances of various peoples of Asia 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 works' 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 literature.
- e. The course will increase knowledge about the range of cultural achievements in the Chinese-speaking world through examining and appreciating literary works from ancient times to the present.
- f. In studying Chinese literary works, 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 culture, history and society 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. Explain how the IL educational objectives will be assessed.

The IL educational objectives will be assessed through means such as participation in discussions in class and online, response papers, quizzes and exams, and projects that ask students to engage directly with cultural and social perspectives different from their own.

Campuses That Have Offered () 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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Potential Impact

Course Abbreviation and Number: CHNS 120Z

Credits: 3

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

Course Attributes/Designations: GH, BA, IL

General Education Learning Objectives:

Key Literacies: Through analysis of literary and cultural texts from all over the Sinophone world (China, Taiwan, Hong Kong, Sinophone Southeast Asia, diasporic Chinese literatures) students will gain an overview of Chinese literature and culture, from ancient times to the present. Students develop textual, intercultural, and aesthetic literacies that emphasize cultural contexts as well as aesthetic features. Each week will include analysis of some type of primary source material (written and/or visual), giving students ample opportunity to develop these literacies.

Global Learning: In exploring various ways in which Chinese literature and culture have been practiced and transmitted and adapted at various times and places, students will develop their ability to analyze similarities and differences among and within cultures, evaluate cultural and historical legacies and hierarchies, which helps them to engage with a globalizing world in which China emerges as a key player.

Course Description:

Chinese cultural productions, classical through contemporary; literature and film; changing cultural settings in multiple Chinese-speaking locations. Taught in English.

CHNS 120Z Introduction to Chinese Literature and Culture (3) (GH;IL) (BA) This course meets the Bachelor of Arts degree requirements. This course provides an introduction to Chinese cultural production from ancient times to the postmodern era, with an emphasis on literature. In its more recent segments, the course will include film as well as considerations of Chinese cultures in the Chinese diaspora (such as the United States) and throughout the Chinese-speaking world. Students will learn about major eras of Chinese literature and the diversity of Chinese cultures in such locations as mainland China, Taiwan, Hong Kong, and the worldwide Chinese diaspora. Readings will represent several genres, such as poetry, folktale, short story, novel, prose fiction, drama, and historical annals. Through this course students can develop a historical and cultural perspective in order to understand the contexts and value systems that have inspired literary works. Students will investigate such topics as the relation between social institutions and the individual, the traditional patriarchal system, the changing roles of women, westernization, and postmodern consumer culture, among others. Students will read literature and related materials from different periods, with examples from other media such as films where appropriate. Class work will include lectures or presentations by the instructor and student participation through means such as guided discussions, group discussions, and students' presentations. This participatory approach is intended to deepen students' appreciation of the texts, to help them

understand value systems that may differ from, or else be shared with, those predominant in modern Western cultures, and to assist students in developing analytical and expressive abilities. CHNS 120Z is designed to be suitable for all students generally interested in China and the Chinese-speaking world, or interested in literature and other fields of humanistic study, whether or not they have previously studied Chinese culture. All materials will be available in English. The course is designed to count as General Education, as international cultures, and as a B.A. “Other Cultures” course. It is linked with ARTH 220Z. 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.

Course Learning Objectives:

This class aims to provide students with a broad overview of Chinese literature and culture, from antiquity to the present day. At the end of the course, students will be able to critically assess literary texts from the Sinophone world, interrogate them for their aesthetic strategies, and place them within their cultural context. Students will learn to interpret different literary genres and express their insights in writing, through means such as response papers, short essays and longer sustained projects.