

COURSE CHANGE FORM

May 16, 2012

Complete 1a – 1f & 2a – 2c. Fill out the remainder of the form as applicable for items being changed.

1. General Information.					
a. Submitted by the College of:		Arts & Sciences		Today's Date: 09/26/11	
b. Department/Division:		Modern & Classical Language/Russian & Eastern Studies			
c. Is there a change in "ownership" of the course?				YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
If YES, what college/department will offer the course instead? _____					
d. What type of change is being proposed? <input checked="" type="checkbox"/> Major <input type="checkbox"/> Minor ¹ (place cursor here for minor change OSC1 definition)					
e. Contact Person Name:		Liang Luo		Email:	liang.luo@uky.edu
Phone:		7-9139			
f. Requested Effective Date:		<input checked="" type="checkbox"/> Semester Following Approval		OR	<input type="checkbox"/> Specific Term ² : _____
2. Designation and Description of Proposed Course.					
a. Current Prefix and Number:		CHI 331		Proposed Prefix & Number: n/a	
b. Full Title:		Introduction to Chinese Culture 1840 to Present		Proposed Title: n/a	
c. Current Transcript Title (if full title is more than 40 characters):				Intro to Chinese Culture 1840 to Present	
Proposed Transcript Title (if full title is more than 40 characters):				n/a	
d. Current Cross-listing:		<input checked="" type="checkbox"/> N/A		OR	Currently ³ Cross-listed with (Prefix & Number): _____
Proposed – <input type="checkbox"/> ADD ³ Cross-listing (Prefix & Number):		_____			
Proposed – <input type="checkbox"/> REMOVE ^{3,4} Cross-listing (Prefix & Number):		_____			
e. Courses must be described by <u>at least one</u> of the meeting patterns below. Include number of actual contact hours ⁵ for each meeting pattern type.					
Current:	<u>3</u> Lecture	_____ Laboratory ⁵	_____ Recitation	_____ Discussion	_____ Indep. Study
	_____ Clinical	_____ Colloquium	_____ Practicum	_____ Research	_____ Residency
	_____ Seminar	_____ Studio	_____ Other – Please explain: _____		
Proposed:	_____ Lecture	_____ Laboratory	_____ Recitation	_____ Discussion	_____ Indep. Study
	_____ Clinical	_____ Colloquium	_____ Practicum	_____ Research	_____ Residency
	_____ Seminar	_____ Studio	_____ Other – Please explain: _____		
f. Current Grading System:		<input checked="" type="checkbox"/> Letter (A, B, C, etc.)		<input type="checkbox"/> Pass/Fail	
Proposed Grading System:		<input type="checkbox"/> Letter (A, B, C, etc.)		<input type="checkbox"/> Pass/Fail	
g. Current number of credit hours:		<u>3</u>		Proposed number of credit hours: _____	

¹ See comment description regarding minor course change. Minor changes are sent directly from dean's office to Senate Council Chair. If Chair deems the change as "not minor," the form will be sent to appropriate academic Council for normal processing and contact person is informed.

² Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

³ Signature of the chair of the cross-listing department is required on the Signature Routing Log.

⁴ Removing a cross-listing does not drop the other course – it merely unlinks the two courses.

⁵ Generally, undergrad courses are developed such that one semester hr of credit represents 1 hr of classroom meeting per wk for a semester, exclusive of any lab meeting. Lab meeting generally represents at least two hrs per wk for a semester for 1 credit hour. (See SR 5.2.1.)

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h. Currently, is this course repeatable for additional credit?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
<i>Proposed to be repeatable for additional credit?</i>	YES <input type="checkbox"/>	NO <input type="checkbox"/>
<i>If YES: Maximum number of credit hours:</i> _____		
<i>If YES: Will this course allow multiple registrations during the same semester?</i>	YES <input type="checkbox"/>	NO <input type="checkbox"/>
i. Current Course Description for Bulletin:	<p>This course introduces students to modern Chinese history, society, and culture from 1840 to the present, with a special focus on developments in the twentieth century. We will investigate three sets of major problems: (1) China is often seen as an ethnically and culturally homogenous society, but what is China and (Han) Chinese? (2) How did China transition from a multi-ethnic empire to a modern nation state? (3) What does modernity mean in the Chinese context? Aside from these specific objectives, this course will also teach students to analyze written and visual texts found in various genres. No prior knowledge of Chinese history, culture, or language required.</p>	
<i>Proposed Course Description for Bulletin:</i> _____		
j. Current Prerequisites, if any: <u>None</u>		
<i>Proposed Prerequisites, if any:</i> _____		
k. Current Distance Learning(DL) Status:	<input checked="" type="checkbox"/> N/A <input type="checkbox"/> Already approved for DL* <input type="checkbox"/> Please Add ⁶ <input type="checkbox"/> Please Drop	
<small>*If already approved for DL, the Distance Learning Form must also be submitted <u>unless</u> the department affirms (by checking this box <input type="checkbox"/>) that the proposed changes do not affect DL delivery.</small>		
l. Current Supplementary Teaching Component, if any:	<input type="checkbox"/> Community-Based Experience <input type="checkbox"/> Service Learning <input type="checkbox"/> Both	
<i>Proposed Supplementary Teaching Component:</i>	<input type="checkbox"/> Community-Based Experience <input type="checkbox"/> Service Learning <input type="checkbox"/> Both	
3. Currently, is this course taught off campus?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
<i>Proposed to be taught off campus?</i>	YES <input type="checkbox"/>	NO <input type="checkbox"/>
4. Are significant changes in content/teaching objectives of the course being proposed?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
If YES, explain and offer brief rationale:		
<i>Only requesting approval as UK Core Inquiry-Humanities and Global Dynamics.</i>		
5. Course Relationship to Program(s).		
a. Are there other depts and/or pgms that could be affected by the proposed change?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
If YES, identify the depts. and/or pgms: _____		
b. Will modifying this course result in a new requirement⁷ for ANY program?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
If YES ⁷ , list the program(s) here: _____		
6. Information to be Placed on Syllabus.		
a.	<input type="checkbox"/> Check box if changed to 400G or 500.	If changed to 400G- or 500-level course you must send in a syllabus and you must include the differentiation between undergraduate and graduate students by: (i) requiring additional assignments by the graduate students; and/or (ii) establishing different grading criteria in the course for graduate

⁶ You must also submit the Distance Learning Form in order for the course to be considered for DL delivery.

⁷ In order to change a program, a program change form must also be submitted.

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		students. (See <i>SR 3.1.4.</i>)	
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COURSE CHANGE FORM

Signature Routing Log

General Information:

Course Prefix and Number: CHI 331 (add UK Core Inquiry-Humanities and Global Dynamics)
 Proposal Contact Person Name: Liang Luo Phone: 7-9139 Email: liang.luo@uky.edu

INSTRUCTIONS:

Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

Internal College Approvals and Course Cross-listing Approvals:

Reviewing Group	Date Approved	Contact Person (name/phone/email)	Signature
MCL, Russian & Eastern Studies, DUS	9/16/11	Matthew Wells, / 7-1094 / mvwe222@uky.edu	
MCL, Russian & Eastern Studies, Division Director	9/29/11	Masamichi (Marro) Inoue / 7-7024 / msinoue@uky.edu	
Modern & Classical Languages, Chair	9/19/11	Jeanmarie Rouhier-Willoughby / 7-1756 / j.rouhier@uky.edu	
		/ /	
college of Arts & Sciences		Anna Bosch, Associate Dean / 7-6689 / bosch@uky.edu	

External-to-College Approvals:

Council	Date Approved	Signature	Approval of Revision ⁸
Undergraduate Council	5/1/2012	Sharon Gill	
Graduate Council			
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

Comments:

⁸ Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.

General Education Course Approval Cover Sheet

Date of Submission 8/10/11

1. Check which area(s) this course applies to

- | | | | |
|----------------------------------|-------------------------------------|--|-------------------------------------|
| Inquiry – Arts & Creativity | <input type="checkbox"/> | Composition & Communications - II | <input type="checkbox"/> |
| Inquiry – Humanities | <input checked="" type="checkbox"/> | Quantitative Foundations | <input type="checkbox"/> |
| Inquiry – Nat/Math/Phys Sci | <input type="checkbox"/> | Statistical Inferential Reasoning | <input type="checkbox"/> |
| Inquiry – Social Sciences | <input type="checkbox"/> | U.S. Citizenship, Community, Diversity | <input type="checkbox"/> |
| Composition & Communications - I | <input type="checkbox"/> | Global Dynamics | <input checked="" type="checkbox"/> |

2. Provide Course and Department Information.

Department:

MCL

Course Prefix and Number:

GHI-331 (Humanities and Global Dynamics)

Credit hours: 3

Course Title:

Intro to Chinese Culture, 1840 to Present

Expected # of Students per Calendar Yr:

30-50

Course Required for Majors in your Program (check one)?
Yes No

Prerequisite(s) for Course?

None

This request is for (check one) A New Course An Existing Course

Departmental Contact Information

Name: Liang Luo

Email: liang.luo@uky.edu

Office Address: POT-971

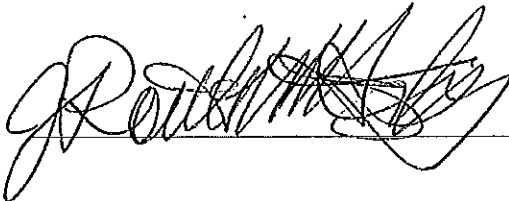
Phone: 7-9139

3. In addition to this form, the following must be submitted for consideration:

- A syllabus that conforms to the Senate Syllabi Guidelines, including a mapping of the stated learning outcomes to those presented on the corresponding Course Template.
- A completed Course Review Form. See the Gen Ed website <http://www.uky.edu/gened/forms.html> for these forms. Proposals prepared prior to September 15th, 2010 are allowed to use a narrative instead of the Course Review Form.
- If applicable, a major course change form for revision of an existing course, or a new course form for a new course.

4. Signatures

Department Chair:



Date:

9/10/11

Dean:

Date:

All proposals are to be submitted from the College Dean's Office
Submission is by way of the General Education website <http://www.uky.edu/gened>

CHI 331 INTRODUCTION TO CHINESE CULTURE, 1840 TO PRESENT
University of Kentucky

Professor L. LUO

971 Patterson Office Tower

859-257-9139 (office)

Office hours: M/W 4-5 pm and by appointment

liang.luo@uky.edu

Bulletin Description

This course introduces students to modern Chinese history, society, and culture from 1840 to the present, with a special focus on developments in the twentieth century. We will investigate three sets of major problems: (1) China is often seen as an ethnically and culturally homogenous society, but what is China and (Han) Chinese? (2) How did China transition from a multi-ethnic empire to a modern nation state? (3) What does modernity mean in the Chinese context? Aside from these specific objectives, this course will also teach students to analyze written and visual texts found in various genres. No prior knowledge of Chinese history, culture, or language required

Course Objectives:

This course provides a general orientation to modern Chinese literature and culture from the early nineteenth century to the present, with a special focus on developments in the twentieth century. The rise of modern China has impacted contemporary world politics and economy in significant ways. How did it all happen? What can we learn from it? This course introduces a special angle of interpretation suggested by Chinese writers and intellectuals themselves. We will examine the role and self-conception of the writer in relation to the changing historical context of modern China. We will be focusing on the relationship between arts and politics, between the intellectual and the people, and the artistic, the sexual, and the political aspects of modern Chinese intellectual life. Our goal is to develop critical reading skills and to gain a deep knowledge of modern Chinese identity formation so as to better understand our own position in the contemporary world.

Student Learning Outcomes:

Upon completion of this course, students should be able to:

Critically evaluate, analyze and integrate texts from a variety of periods and sources, and demonstrate an understanding of the complexity of existing debates in a culturally informed way.

Demonstrate in oral presentation and writing the ability to communicate and apply an understanding that many Western stereotypes about China have valid historical and cultural roots, however, they also over-simplify a vast inventory of culture that is constantly redefining itself.

Apply their ability to conduct scholarly research in the humanities in general and in Chinese studies in particular in an interdisciplinary environment involving literary, historical, anthropological, sociological and other approaches.

Course Requirements and Grading Components:

Class participation is one of the most rewarding aspects of a humanities course. You must complete ALL of the assigned readings before class and participate in discussions in a meaningful way (i.e. asking questions or providing comments that indicate that you have completed and thought about the readings). Class attendance and participation are a significant part of your grade.

Value critical thinking, class participation, and originality in conducting research: class attendance 15%; class participation 15%; weekly web response 20%; presentation and leading discussion 10%; take-home midterm exam 15%; final paper 25%

15% Attendance in class meeting is mandatory. For the second and each subsequent unexcused absence, your attendance grade will be lowered by 2 points (out of 15). More than five unexcused absences will result in a failing grade. An excused absence requires a written note from your doctor or the equivalent.

15% I deeply value the quality of class participation. Finish readings before coming to class and bring your reading notes to class. You may be requested to submit and circulate your notes in class. 2 extra points towards your total grade will be given out for active participation in class discussion.

20% Write a 1-2 paragraph response based on your reading notes and post it on the discussion board on Blackboard by **every Wednesday at noon**. You need to present a coherent idea in the paragraph(s). It can range from your response to a quote in the reading, your remark on lecture or class discussion, or your comment on current affairs in relation to the topic we are studying. Always cite source materials if you are quoting from others. A sample student post can be found on the Blackboard site.

10% Each student will choose one class to do a 5-min. short presentation on the readings. You also need to prepare a few questions in order to lead discussion after the presentation. Sample discussion questions can be found on the Blackboard site.

15% **Take-home midterm exam hand out at the beginning of class on Monday. You must return the exam at the beginning of class on Wednesday.** The exam will include identifications, short essays, and long essay. A sample midterm exam will be uploaded to the Blackboard site.

25% **Final paper (8-10 pages) will be due on the Monday of the exam week in 971 Patterson Office Tower.** All papers must be handed in as hard copies to the instructor in person. No electronic submission will be accepted. No late paper will be accepted. Your paper should be neatly formatted and double-spaced. Make sure the following information is on the front page of your paper: the title of the course, your name, and the title of your paper. Also, please number your pages. Your paper must have a central argument, which should be summarized at or near the beginning of the essay. It is important that you do a close reading of the text you choose to analyze in your paper. Do not just repeat or summarize lectures and readings. Instead, present textual evidence that support your point of view based on critical thinking. Pay attention to academic style and document your sources. You are encouraged to consult at least five sources outside the class readings for your final paper. Use footnotes. Be consistent. Finally, remember that originality counts! A sample student final paper will be uploaded to the Blackboard site.

Grading scales:

A: 90-100

B: 80-89

C: 70-79

D: 60-69

E: under 60 (failing grades)

Final Exam Information

Date, time, location, other information - TBA

Mid-term Grade Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar (<http://www.uky.edu/Registrar/AcademicCalendar.htm>)

Academic Resources

There are many wonderful resources on campus including a free peer tutoring program at The Study; The Hub @ WT's which provides library research assistance and IT help in one convenient location; a Writing Center where you can get help with academic writing; and the web portal to 10 campus libraries throughout campus. Academic honesty is the key to the success of any serious study and plagiarism is absolutely unacceptable in this course. Here is a link to "Plagiarism: What is it?"

Any student with a disability who is taking this course and needs classroom or other academic accommodations should contact the Disability Resource Center, (859) 257- 2754, room 2 Alumni Gym, jkarnes@uky.edu .

Website and Audio Visual Components

A Blackboard site for this course has been set up. The website includes the syllabus, PowerPoint presentations (after lecture), instructor contact information, online discussion forum, and other A/V and web materials. Samples of student web response, discussion questions, take-home midterm exam, and final will be available on the Blackboard site as well. A/V facilities are crucial to the success of this course, and PowerPoint presentations will be used on a regular basis in the classroom.

Excused Absences

Students need to notify the professor of absences prior to class when possible. S.R. 5.2.4.2 defines the following as

acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit "reasonable cause for nonattendance" by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (859-257-2754) room 2 Alumni Gym, jkarnes@uky.edu.

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused or unexcused) per university policy.

Verification of Absences

Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request "appropriate verification" when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to university-related trips is required prior to the absence.

Academic Integrity

Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of *Student Rights and Responsibilities* (available online

<http://www.uky.edu/StudentAffairs/Code/part2.html>) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

Accommodations due to disability

If you have a documented disability that requires academic accommodations, please see me as soon as possible

during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address: jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.

Recommended background reading and viewing:

Jonathan Spence, *The Search for Modern China* (New York: Norton, 1999), available at Amazon.com.

Sue Williams dir., *China: a Century of Revolution* (1997, an excellent documentary film, 6 hours), available at Amazon.com.

All required readings, unless otherwise noted, will be available on Blackboard. Finish reading them before coming to class, they are fun to read!

Note: According to Chinese convention, personal names follow family names. For example, Qiu Jin's family name is Qiu, Jin is her given name. However, in order to identify their last names, many Chinese who live outside China place their family names last. For example, Luo is my family name. Lu Xun is a penname and should be referred to as Lu Xun. I have capitalized all Chinese family names in this syllabus for your benefit. Chinese pennames are capitalized as well.

To pronounce Chinese names correctly, you need to pay attention to the following:

Q as in Qing Dynasty and QIU Jin is pronounced as ch

I as in LI Ruzhen is pronounced as e

Zh as in LI Ruzhen and SHI Zhecun is pronounced as j

C as in Cixi and SHEN Congwen is pronounced as ts

X as in Cixi, LU XUN, Xiaoxiao, and XIE Bingying is pronounced as sh

Class schedules:

Subject to change according to teaching and learning needs

Note: Weekly web response due every Wednesday at noon on Blackboard

Week 1: Class Introduction and Orientation

W 1/13/10: Class Introduction

In-class viewing: *China: a Century of Revolution* (selections)

Week 2: Feminism in the Qing Dynasty (1644-1911)?

M 1/18/10: MLK Day, no class.

W 1/20/10: Feminist Imagination in the Qing Dynasty

Readings for Wednesday:

(1) Jonathan Spence, *The Search for Modern China*, 139-164

(2) *Flowers in the Mirror* (Li Ruzhen, ca. 1818), 37-46

Week 3: Passion and Duty in the Late Qing

M 1/25/10: The Late Qing Moment

Readings for Monday:

(1) *A Concise History of China*, 198-205

(2) Start reading Wu Jieren, *The Sea of Regret*, 103-205

W 1/27/10: Passion in the Late Qing

Readings for Wednesday:

(1) Finish reading Wu Jieren, *The Sea of Regret*, 103-205

Week 4: Remarkable Women in the Late Qing (1840-1911)

M 2/1/10: Cixi (1835-1908) and the Late Qing court

Readings for Monday:

Two Years in the Forbidden City, by Princess Der Ling (1911)

W 2/3/10: Qiu Jin (1875-1907) and the female knight-errant tradition

Readings for Wednesday:

(1) "Historical Introduction: Qiu Jin," 5-9

(2) "The Beheaded Feminist Qiu Jin," in *The Red Brush: Writing Women of Imperial China*

Viewing: *Autumn Gem* (Documentary, 2009)

Week 5: From Literary Revolution to the May Fourth Movement

M 2/8/10: Liao Qichao and the renewing of the people

Readings for Monday:

(1) *A Concise History of China*, 207-222

(2) "The Literary Revolution," 356-363

(3) "Liang Qichao," 287-302

W 2/10/10: The New Culture of Male Subjectivity

Readings for Wednesday:

(1) Lu Xun: "Diary of a Madman," 29-41

(2) Yu Dafu: "Sinking," 44-69

Week 6: May Fourth Women Writers

M 2/15/10: Memoirs

Readings for Monday:

(1) Memoirs by Shi Pingmei and Lu Yin, 63-119

W 2/17/10: Fictions

Readings for Wednesday:

(1) Shi Pingmei: Lin Nan's Diary, 115-130

(2) Ding Ling: Miss Sophia's Diary, 49-81

Week 7: Modernism and Urban Culture

M 2/22/10: "Shanghai Modern"

Readings for Monday:

(1) Shi Zhecun, "One Evening in a Rainy Season," 126-135

(2) *Ling Long Women's Magazine*: <http://www.columbia.edu/cu/lweb/digital/collections/linglong/>

(3) Start reading Xiao Hong (Hsiao Hung), *The Field of Life and Death*, 3-110

W 2/24/10: The City and the Country

Readings for Wednesday:

(1) Finish reading Xiao Hong, *The Field of Life and Death*, 3-110

Week 8: Wartime Culture

M 3/1/10: "March of the Volunteers"

Readings for Monday:

(1) Liang Luo, "March of the Volunteers" in Wartime China (manuscript)

W 3/3/10: Gender in Revolution

Readings for Wednesday:

(1) Xia Bingying: "War," in *A Woman Soldier's Own Story*, 51-91

Week 9: Eileen Chang: a Legend of Wartime Culture

Take-home midterm exam due on Monday before class

Library session on "Introduction to Research in Chinese Studies"

M 3/8/10: Eileen Chang, "Sealed Off," 188-197

W 3/10/10: Eileen Chang, "Love in a Fallen City," 61-92

Spring Vacation

M 3/15/10: No class

W 3/17/10: No class

Week 10: The Cultures of Early People's Republic of China

M 3/22/10: The "Golden Age" of the Early 1950s

Readings for Monday:

(1) Lao She: *Teahouse* (Act I and Act II, bilingual version), 10-50, 52-108

W 3/24/10: Teahouse as a Miniature of Modern China

Readings for Wednesday:

(1) Lao She: *Tea House* (Act III, bilingual version), 110-186

Week 11 The Cultures of the Cultural Revolution

M 3/29/10: Revolutionary Model Operas

Guest lecture by Yawen Zhou, Ph.D. Candidate in Ethnomusicology, University of Kentucky

W 3/31/10: Propaganda Posters

Reading for Wednesday:

(1) Xiaomei Chen, "Growing Up with Poster in the Maoist Era," 101-122

(2) Chinese Propaganda Posters <http://chineseposters.net/>

Week 11: The Cultural Milieu of the 1980s

M 4/5/10: Search for Root

Readings for Monday:

(1) Han Shaogong, "Homecoming," 20-40

W 4/7/10: Misty Poetry, Chinese Rock, and the 1980s

Readings for Wednesday:

(1) Bei Dao: *August Sleepwalker*, Part I, 19-48

Week 12: Experimentation of the and 1990s

M 4/12/10: Emerging Lesbian?

Readings for Monday:

Lin Bai, "The Seat on the Verandah," 83-109

W 4/14/10: Haunting Past

Readings for Wednesday:

Yu Hua, "The Past and the Punishment," 114-131

Week 13: Cultural China

M 4/19/10: The Periphery as the Center

Readings for Monday:

(1) Tu Wei-ming, "Cultural China: The Periphery as the Center," *The Living Tree: The Changing Meaning of Being Chinese Today*, 1-34.

W 4/21/10: The Cultures of Exhibition: Beijing Olympics and Shanghai Expo

Materials for Wednesday: American journalist accounts and Chinese government PR documentaries on the Shanghai Expo official website

Week 14: Final review

M 4/26/10: final review

W 4/28/10: In-class screening, Confucius (feature film, 2010, starring Hong Kong actor Chow Yun-Fat as Confucius)

Final Paper due Monday of the exam week in POT 971

**Course Review Form
Intellectual Inquiry in the Humanities**

Reviewer Recommendation

Accept Revisions Needed

Course: CHI 331 Introduction to Chinese Culture, 1840 to Present

Using the course syllabus as a reference, identify when and how the following learning outcomes are addressed in the course. Since learning outcomes will likely be addressed multiple ways within the same syllabus, please identify a representative example (or examples) for each outcome.

Activities that enable students to demonstrate their ability to present and critically evaluate competing interpretations through written and oral analysis and argumentation.

Example(s) from syllabus:

Weekly analytical web response, 20% of the final grade

In-class presentation to critically evaluate assigned readings, 10% of the final grade

Brief Description:

Students are required to write a 1-2 paragraph response to every Wednesday's readings and post their analytical responses on the Discussion Board on Blackboard every Wednesday by noon. They are required to present a coherent argument in the paragraph(s) using quotations from the readings as supporting evidence.

Each student is required to do one in-class presentation (5 min.) on one assigned reading. They may use PowerPoint or other presenting format. The key requirement is to ask poignant questions about the readings and lead the whole class to an engaging discussion (often debate!) on key issues raised in the readings.

Activities that enable students to demonstrate their ability to distinguish different artistic, literary, philosophical, religious, linguistic, and historical schools or periods according to the varying approaches and viewpoints characterized therein.

Example(s) from syllabus:

Week 6 May Fourth Women Writers

(1) Shi Pingmei: Lin Nan's Diary, 115-130

(2) Ding Ling: Miss Sophia's Diary, 49-81

Take-home midterm exam, 15% of the final grade

Twice weekly classroom discussion, 15% of the final grade

Weekly written web response, 20% of the final grade

Brief Description:

The two short stories for Week 6 are narrated from two competing perspectives (one from a "traditional wife" and the other from a "modern girl" who is the lover of the husband of a "traditional wife").

Throughout this course, students will be able to sample a wide range of written and visual materials produced throughout twentieth-century China in the fields of art, literature, philosophy, and history. They will have opportunities to critically analyze the different approaches and viewpoints characterized therein.

Activities that enable students to demonstrate their ability to identify the values and presuppositions that underlie the world-views of different cultures and peoples, as well as one's own culture, over time through the analysis and interpretation of at least one of the following: works of art, literature, folklore, film, philosophy and religion, language systems or historical narratives (or the primary sources of historical research).

Example(s) from syllabus:

Week 1 In-class viewing of China: A Century of Revolution (selections from a 6-hour documentary)

Week 2 Reading Jonathan Spence, *The Search for Modern China*, 139-164 (historical narrative)

Week 3 Reading Wu Jieren, *The Sea of Regret*, 103-205 (novella), critical web response to the novella due on the Discussion Board on Blackboard on Wednesday at noon

Brief Description:

This course is designed to introduce students to modern Chinese culture and the study of modern China through art, literature, film, and historical narratives. Students are exposed to a wide range of primary cultural texts produced by the Chinese themselves (in English translation) throughout the twentieth-century in an interdisciplinary and multimedia fashion. They are also introduced to American's perceptions of China through scholarly research in English and documentary and feature films made by Americans on China.

Activities that enable students to demonstrate disciplinary literacy (vocabulary, concepts, methodology) in written work, oral presentations, and classroom discussions.

Example(s) from syllabus:

Weekly critical web responses, due every Wednesday at noon, 20% of the final grade

Take-home midterm exam, due Week 9, 15% of the final grade.

Twice weekly classroom discussions, 15% of the final grade

In-class individual presentations, 10% of the final grade

Week 9, library session on "introduction to research in the field of Chinese studies" in preparation for research leading to the final paper

Brief Description:

Students are required to post their written response to the readings every Wednesday at noon on the Discussion Board on Blackboard.

The take-home midterm exam is another opportunity for them to demonstrate in written their understanding of key vocabulary and concepts in modern Chinese culture (in the form of identification questions), as well as their understanding of the methodology in critically evaluating texts in the field of literary and cultural studies (in the form of essay questions).

The in-class individual presentation and twice weekly discussions are wonderful opportunities for students to demonstrate their mastery of and critical approaches to the readings.

An assignment that enables students to demonstrate their ability to conduct a sustained piece of analysis of some work of art, literature, folklore (or popular culture), film (or other digital media), philosophy, religion, language system, or historical event or existing historical narrative that makes use of logical argument, coherent theses, and evidence of that discipline, with use of library sources when applicable, demonstrating appropriate information literacy in a particular discipline of the humanities (i.e. identifying appropriate sources, accessing them and assessing their value). This assignment will be used for program-level assessment.

Example(s) from syllabus:

Final paper assignment, 8-10 pages, 25% of the total grade

Brief Description:

Students are required to write a 8-10 pages analytical paper by the Monday of the exam week. The final paper must have a central argument, which should be summarized at or near the beginning of the paper. It is required that students do close readings of the texts (including short stories, films, and other materials) they choose to analyze in their papers. They must present textual evidence to support their

point of view based on critical thinking. They are required to pay close attention to academic style and to document their sources. They are required to conduct research online or in the library and to critically evaluate their sources. They are required to consult at least five scholarly sources outside the class readings for their final paper.

Information literacy component:

A brief "introduction to research in the field of Chinese studies" library session is conducted in week 9 right after the take-home midterm is due to give ample time for research leading to the final paper. At least five outside scholarly resources are required for the final paper.

Reviewer's Comments:

Pending Senate Review

**Course Review Form
Global Dynamics**

Reviewer Recommendation

Accept Revisions Needed

Course: CHI 331 Introduction to Chinese Culture, 1840 to Present

Using the course syllabus as a reference, identify when and how the following learning outcomes are addressed in the course. Since learning outcomes will likely be addressed multiple ways within the same syllabus, please identify a representative example (or examples) for each outcome.

Course activities which enable students to demonstrate a grasp of the origins and shaping influence of human diversity and issues of equality in the world.

Date/location on syllabus of assignment:

Week 2 Feminism in the Qing Dynasty (1644-1911)

(1) Jonathan Spence, *The Search for Modern China*, 139-164 (historical narrative)

(2) *Flowers in the Mirror* (Li Ruzhen, ca. 1818), 37-46 (excerpt from a 100-chapter novel)

In-class individual presentation, classroom discussion, and written critical response to readings on Blackboard

Brief Description:

This is just one of the many examples in the course where students are introduced to the issues of diversity and equality. The pairing of a historical narrative with a (wildly!) fictional account written by a man on a man's subjugation to foot-bounding and concubine in a "woman's kingdom" often produce shocking effects at the beginning of the semester. Through classroom discussion and web responses, students quickly put themselves (literally!) in the shoes of the Chinese people (in this case, Chinese women before the advent of the modern era) and start to appreciate the origins and shaping influence of human diversity, issues of inequality, and the fight for equality throughout China's modern transformation.

Course activities which enable students to demonstrate an understanding of the civic and other complexities and responsibilities of actively participating in a diverse, multiethnic, multilingual world community.

Date/location on syllabus of assignment:

Week 4 Remarkable Women in the Late Qing (1840-1911)

Reading 1: *Two Years in the Forbidden City*, by Princess Der Ling (a memoir published in 1911)

In-class individual presentation, classroom discussion, and written critical response to readings on Blackboard

Brief Description:

This is a representative example where students are exposed to the multiethnic (Manchu and Han), multilingual (the Manchu language, classical Chinese, French, English, and the emerging Chinese vernacular) world of Late Qing China through the writings of a remarkable woman. Growing up in Paris where her father was the official representative of the Qing Dynasty, the Manchu Princess Der Ling returned to the imperial court to serve the Empress Dowager Cixi with her multilingual abilities, speaking French and English to foreign visitors. Classroom discussions and written web responses on this reading not only enable students to understand the complexity and diversity of the Chinese experience of modernity, it also provokes them to critically compare their own experience (such as study abroad, learning a foreign language) with that of the protagonist in the reading and reach a more nuanced understanding of the transformation of China as well as the globalization of their own immediate world.

Course activities which enable students to demonstrate an awareness of how individual and collective decision making and civic responsibilities often generate ethical dilemmas, conflicts, and trade-offs that must be thoughtfully evaluated, weighed, and resolved.

Date/location on syllabus of assignment:

Week 4 Remarkable Women in the Late Qing (1840-1911)

Reading 2: The Beheaded Feminist Qiu Jin (a chapter from a scholarly study on Chinese women writers with wonderful translations of Qiu Jin's poems)

Documentary film: Autumn Gem (2009)

In-class presentation, class discussion, and written response on Blackboard.

Brief Description:

Qiu Jin, the Han Chinese feminist beheaded by the Manchu Qing government due to her attempt to violently overthrow the dynasty, went to Japan to study before returning to China to publish feminist journals and to advocate for women's rights as well as ethnic nationalism. This effective case study stimulates students to discuss and debate how individual and collective decision making generates ethical dilemmas (such as Qiu's deserting her two young children to go to Japan to study after eight years of marriage), and enables them to thoughtfully evaluate and weigh the different options Qiu and themselves have in resolving such conflicts.

Course activities which enable students to demonstrate an awareness of major elements of at least one non-US culture or society, and its relationship to the 21st century context. This does not preclude a studied examination of the historical evolution of such issues, or an emphasis on one prominent time period.

Date/location on syllabus of assignment:

Week 13 Cultural China

Reading and viewing: The Cultures of Exhibition: Beijing Olympics and Shanghai Expo

In-class individual presentation, classroom discussion, and critical response on Blackboard

Brief Description:

With a focus on contemporary Chinese mega events such as the 2008 Beijing Olympics and the 2010 Shanghai Expo, this week's readings and film viewings challenge students to come to terms with some of the major issues important to every "global citizen" of the 21st century. Through classroom discussion and Blackboard response, students will be able to demonstrate their awareness of the complexity and internal dynamics of the flow of financial capital, information technology, and human resources between China and the world.

Course activities which enable students to demonstrate an understanding of how local features (economic, cultural, social, political and religious) of urban or rural communities, ethnicities, nations and regions are often linked to global trends, tendencies, and characteristics that mutually shape one another.

Date/location on syllabus of assignment:

Week 13 Cultural China

The Periphery as the Center

Brief Description:

This reading and related classroom discussion and Blackboard responses will enable students to understand the complexity and possible internal conflict within "Cultural China," the three cultural universes consisted of 1. Mainland China; 2. Hong Kong, Taiwan, and the Chinese-speaking Southeast Asia; 3. The Chinese diaspora (such as Chinese Americans) all over the world, and anyone who is interested in China (such as our students who study Chinese language and culture). Students will

realize how China (the locale) is closely intertwined with global trends, tendencies, and characteristics, and how strongly the local and the global are mutually shaping one another.

Evidence that this course's learning environment encourages students to actively learn about, and gain understanding of, at least two of the following:

- o social, cultural, and institutional change;
- o civic engagement;
- o regional, national or cross-national comparisons;
- o power and resistance.

Date/location on syllabus of such evidence:

Readings from Week 1 to Week 14

In-class viewing of China: A Century of Revolution (excerpt from an excellent six-hour documentary, week 1) and Confucius (a feature film made in 2010 starring Chow Yun-Fat, a leading Hong Kong film star, as Confucius, week 14)

In-class final review, student presentation, class discussion of final paper ideas, and last written response on Blackboard

Brief description:

This course is designed to introduce students to the social, cultural, and institutional changes of China from the late 19th century to contemporary times, with a focus on the twentieth century developments.

The readings from Week 1 to Week 14, and many important visual documents such as the documentary assigned for Week 1 and the feature film screened for Week 14 vividly demonstrate to the students the regional, national, and cross-national currents in China's modern transformation. Such exposure enables students to compare the diverse regional cultures in China (between Mandarin-speaking Mainland and the Cantonese-speaking Hong Kong for example) and the power relationship among the central government, local resistance, and international political organizations (as demonstrated in the documentary).

An assignment, constituting a minimum of 15% of the course grade, which can be submitted as an artifact of the above set of six student learning outcomes.

Date/location on syllabus of such an assignment:

Take-home midterm exam, 15% of the final grade

Final paper, 25% of the final grade

Brief description:

Take-home midterm exam will include identifications of key events, concepts, and vocabulary in the field of modern Chinese culture, as well as essay questions (short essays and long essays) that will provide ample opportunities for students to demonstrate their critical understanding of the issues of diversity, equality, civic responsibilities, resolving ethnic conflicts, the interpenetration of the local and the global, and a historical understanding of cultural changes.

Students are required to synthesize at least two readings from the syllabus that provide two competing perspectives regarding the issues of diversity, equality, civic responsibilities, resolving ethnic conflicts, the interpenetration of the local and the global, and a historical understanding of cultural changes in their final papers.

The non-US focus constitutes at least 50% of the course.

Brief Description:

This is a course introducing students to modern Chinese culture, the non-US focus constitutes 100% of the course

Palpable evidence that students make effective use of library facilities or information sources, when applicable, in order to demonstrate information literacy in the exploration of the course's major thematic foci.

Date/location on syllabus of such an assignment:

Week 9: An introduction to library research session is conducted in the field of Chinese studies

Brief description:

Students will be introduced to basic humanities databases (such as Jstor, Project Muse, Bibliography for Asian Studies, and Modern Chinese Literature and Culture website) in order to prepare them for library research leading to their final research papers, which will be required to cite at least five outside scholarly sources relevant to Chinese studies

Reviewer Comments:



Ellis, Janie

From: Gill, Sharon
Sent: Wednesday, May 16, 2012 11:41 AM
To: Ellis, Janie
Cc: Brothers, Sheila C; Doyle, Megan L; Ett, Joanie M; Nikou, Roshan
Attachments: COM 571-DL.pdf; MUS 130.pdf; CHI 330.pdf; CHI 331.pdf; BA in Geology.pdf

Follow Up Flag: Follow up
Flag Status: Completed

Hi Janie,

The Undergraduate Council has reviewed and recommends approval of the following proposals. Those proposals approved through the workflow system are listed and identified as such. UK Core areas are in parentheses.

Please let me know if you have any questions.

Thanks,
Sharon

CHI 330 Introduction to Chinese Culture to 1840 – change (Humanities)
CHI 331 Introduction to Chinese Culture 1840 to Present – change (Humanities and Global Dynamics)
MUS 130 Performing World Music: subtitle required – new (Arts and Creativity)

COM 571-DL Health Communication – change

BA in Geology - change

The following proposals were approved via the Workflow system:

GWS 360 – LGBTQ History in the United States - new
GWS 410 – Introduction to Queer Theory – new

SOC 345 Global Divisions of Labor: Work and Organizations in the World Economy – new
SOC 347 International Migration in Global Perspective – new
SOC 349 Economic Sociology: Consumption, Production and the Social Construction of Markets – new
SOC 351 Global Sociological topics (Subtitle required) – new
SOC 363 Environmental Justice – new
SOC 438 Cross-National Crime – new

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