

Term Information

Effective Term Spring 2023

General Information

Course Bulletin Listing/Subject Area Chinese
Fiscal Unit/Academic Org East Asian Languages & Lit - D0527
College/Academic Group Arts and Sciences
Level/Career Undergraduate
Course Number/Catalog 4408
Course Title Emotional Learning through Chinese Literature
Transcript Abbreviation Emotional Learning
Course Description Through immersive reading of a wide range of emotion in literary works and a service-learning project, this course aims at helping students gain deeper understanding of their own and others' emotions and develop community-based practices for the expression, sharing, and re-channeling of these emotions.
Semester Credit Hours/Units Fixed: 4

Offering Information

Length Of Course 14 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? No
Grading Basis Letter Grade
Repeatable No
Course Components Seminar
Grade Roster Component Seminar
Credit Available by Exam No
Admission Condition Course No
Off Campus Never
Campus of Offering Columbus, Lima, Mansfield, Marion, Newark, Wooster

Prerequisites and Exclusions

Prerequisites/Corequisites
Exclusions
Electronically Enforced No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 16.0301
Subsidy Level Baccalaureate Course
Intended Rank Freshman, Sophomore, Junior, Senior

Requirement/Elective Designation

Health and Well-being

Course Details

Course goals or learning objectives/outcomes

- 1. Students form critical understanding of major concepts related to emotional learning
- 2. Through reading, discussing, and writing about these critical concepts, students appraise, evaluate, and explore them against their own values and experiences
- 3. Through experiential interpretation of the emotions in literary works, students become increasingly aware of the bodily sensation, subtle expression, and inner working of human emotions
- 4. Through critical discussion of scholarly articles, students recognize and evaluate the socio-political, cultural, and individual conditions that influence emotions and mental states
- 5. Students expand and utilize the concepts and practices of mindfulness to out-of-classroom situations and other learning contexts
- 6. Students learn and develop mindfulness skills to productively manage their own emotions and mental states
- 7. Students develop skills and gain confidence to organize and host support groups for emotional learning, sharing, and understanding

Content Topic List

- Concepts of Emotion and Mindfulness
 - Anger and Grief
 - Love and Hate
 - Anxiety and Calmness
 - Ambivalence and Certainty
 - Excitement and Boredom
 - Empathy and Apathy
 - Hopefulness and Hopelessness

Sought Concurrence

No

Attachments

- Course Syllabus_Goh.docx: Syllabus
(Syllabus. Owner: Knicely, Yuching Hsu)
- C4408_curriculum map.xlsx: curriculum map
(Other Supporting Documentation. Owner: Knicely, Yuching Hsu)
- GE_Service Learning form_Chinese 4408_2021_09-20.pdf: GE Service Learning Form
(Other Supporting Documentation. Owner: Knicely, Yuching Hsu)
- GE Theme courses form_Chinese 4408_2021_09-20.pdf: GE Theme course Form
(Other Supporting Documentation. Owner: Knicely, Yuching Hsu)

Comments

- Please submit appropriate documentation:
 - If the course can count in the major, the updated curriculum map with the course included.
 - The GE form fully filled out <https://oaa.osu.edu/sites/default/files/uploads/general-education-review/new-ge/submission-health-well-being.pdf>
 - The Service Learning form fully filled out <https://oaa.osu.edu/sites/default/files/uploads/general-education-review/new-ge/service-learning-inventory.pdf> (the faculty member should read this ahead of time <https://oaa.osu.edu/sites/default/files/uploads/general-education-review/new-ge/service-learning-courses-descriptions-expectations.pdf>)
 - Per OAA request, please check off all campuses for courses in new GE (or provide rationale why all campuses should not be checked off).
- [I am happy to meet with the Director of Undergraduate Studies in your dept.] (by Vankeerbergen, Bernadette Chantal on 08/19/2021 12:18 PM)

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Knically, Yuching Hsu	08/12/2021 02:45 PM	Submitted for Approval
Approved	Bender, Mark A	08/12/2021 05:06 PM	Unit Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	08/19/2021 12:20 PM	College Approval
Submitted	Bender, Mark A	08/19/2021 02:21 PM	Submitted for Approval
Approved	Bender, Mark A	09/04/2021 08:22 PM	Unit Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	09/04/2021 09:47 PM	College Approval
Submitted	Knically, Yuching Hsu	09/20/2021 02:46 PM	Submitted for Approval
Approved	Bender, Mark A	09/20/2021 02:53 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	09/24/2021 02:31 PM	College Approval
Pending Approval	Cody, Emily Kathryn Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	09/24/2021 02:31 PM	ASCCAO Approval

Chinese 4408: Emotional Learning Through Chinese Literature

Syllabus

Instructor: Professor Meow Hui Goh
Email: goh.25@osu.edu
Office: Hagerty Hall Rm 358
Office hours: In-person and via Carmen Zoom, Wednesday & Friday, 3:45 pm–4:45 pm

Class time: TBA

Classroom: TBA

Course number and title: Chinese 4408, Emotional Learning through Chinese Literature

Format of instruction: Seminar

Number of contact hours per week: 2 hours and 45 minutes

GE category or categories it fulfills: Theme—Health and Wellbeing (plus integrative practice through a service-learning activity)

GE Expected Learning Outcomes:

GOAL 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations.

This course is an advanced study of the focal theme in that it takes a deliberate, concentrated, and incremental approach to investigating, experiencing, and understanding the emotions and mental states in selected literary works and to learning about the emotions and mental states of ourselves and others. The primary reading materials are drawn from multiple fields of study: Chinese literature, literary studies, emotion studies, mindfulness studies, and philosophy. Compared to Chinese 2451: Chinese Literature in Translation, an undergraduate literary survey course that I teach on a regular basis, this course has a stronger thematic focus, higher level of interdisciplinarity, and deeper engagement with academic studies.

ELO 1.1 Engage in critical and logical thinking about the topic or idea of the theme.

1. Students form critical understanding of the major critical concepts related to the theme: “emotion,” “emotional learning,” “emotional learning through literature,” “mindfulness,” “mindful learning,” “first-person mindfulness,” “third-person mindfulness,” and “second-person mindfulness.”
2. Through reading, discussing, and writing about these critical concepts, students appraise, evaluate, and explore them against their own values and experiences.

ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme.

Students form critical understanding of a wide range of emotional and mental states expressed in literary works: anger and grief, love and hate, anxiety and calmness, ambivalence and certainty, excitement and boredom, empathy and apathy, hopefulness and hopelessness.

1. Through experiential interpretation (such as recitation, role-playing, role-switching, and other performative practices) of the emotions in literary works, students become increasingly aware of the bodily sensation, subtle expression, and inner working of human emotions.
2. Through critical reading and discussion of scholarly articles on specific emotional expressions and their historical contexts, students recognize and evaluate the socio-political, cultural, and individual conditions that influence emotions and mental states.

GOAL 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

ELO 2.1 Identify, describe, and synthesize approaches or experiences as they apply to the theme.

1. Students form critical understanding of the role that emotions and mental states play in all aspects of life.
2. Students develop mindfulness to notice, accept, and work with their emotions.
3. Students expand and utilize the concept and practice of mindfulness to out-of-classroom situations and other learning contexts.
4. Students form habits of mindfulness as life skills.

ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.

1. Through reading and interpretive strategies aimed at cultivating first-person, third-person, and second-person mindfulness, students recognize their ability and potential to notice and differentiate their own states of mind.
2. Through group projects and community-based reading/interpretive strategies, students experience the social dynamic that influence their emotional and mental states as well as their own influence on collective mental and emotional wellbeing.
3. Through self-reflective essays and in-class presentations, students reflect on, articulate, and assess their emotional experiences and learning.

Specific Expectations of Courses in Health & Wellbeing

GOAL: Students will explore and analyze health and wellbeing through attention to at least two dimensions of wellbeing. (Ex: physical, mental, emotional, career, environmental, spiritual, intellectual, creative, financial, etc.).

ELO 1.1 Explore and analyze health and wellbeing from theoretical, socio-economic, scientific, historical, cultural, technological, policy, and/or personal perspectives.

This course will use a selection of Chinese literary works in different genres and from different time periods, organized based on themes of emotion and mental state (anger and grief, love and hate, anxiety and calmness, ambivalence and certainty, excitement and boredom, empathy and

apathy, hopefulness and hopelessness), to train the students in recognizing, interpreting, and evaluating different literary modes of emotional expression, as well as the (inter-)personal, historical, socio-political, and aesthetic meaning and significance of these expressions. Using community-based and contemplative methods of reading and interpretation, it will engage the students in mindful listening, seeing, sensing, and feeling. Deeply reflective, it encourages the students to connect and contrast the literary expressions of emotion to their own emotional states and experiences, while appraising the (inter-)personal, historical, socio-political, and even aesthetic elements that shape their emotions and influence their emotional and mental wellbeing.

ELO 1.2 Identify, reflect on, and apply the skills needed for resiliency and wellbeing.

This course stresses practice as much as it does theory. The practices for reading, interpretation, and (inter)personal understanding that we will use in the classroom are community-based: recitation, gesturing, acting (role-switching, role-playing, etc.), and other bodily methods. Three basic perspectives or states of mind are used in these practices: first-person mindfulness (being aware of oneself in the present moment), third-person mindfulness (being aware of others in the present moment), and second-person mindfulness (being aware of the interaction between self and others in the present moment). As studies have shown, mindfulness is effective in enhancing concentration and deepening self-awareness, as well as improving listening and suspension of judgement and increasing capacity for empathy and compassion (Gunlaugson, 2009; Langer, 1997), all of which are needed for building resiliency and wellbeing. In addition to practicing mindfulness skills in class, students identify, reflect on, and utilize these skills through conceptual essays, self-reflective essays, in-class presentations, group projects, and service-learning activities.

Service-Learning

As a part of the course requirements, students will be asked to form a support group for emotional learning, sharing, and understanding in a community of their own choosing: a student organization, an online study group, a local volunteer group, a job office, a church choir, or others. The concepts and practices used in the class will serve as the basic guides for this service-learning activity, though students will be encouraged to re-adapt and reinterpret them to accommodate the local context. Students will demonstrate their understanding of the issues, resources, assets, and cultures of the community in which they are working and evaluate the impacts of the service-learning activity through reflective essays, in-class presentations, group sharing and reflection in class, partnership with another student, and individual meetings with the instructor.

A description of the course:

This course aims at helping students gain deeper understanding of their own and others' emotions and develop community-based practices for the expression, sharing, and re-channeling of these emotions. It will use a selection of Chinese literary works in different genres and from different time periods, organized based on themes of emotion and mental states (anger and grief, love and hate, anxiety and calmness, ambivalence and certainty, excitement and boredom, empathy and apathy, hopefulness and hopelessness), to train the students in recognizing, interpreting, and evaluating different literary modes of emotional expression, as well as the (inter-)personal, historical, socio-political, and aesthetic meaning and significance of these

expressions. Using community-based and contemplative methods of reading and interpretation, it will engage the students in mindful listening, seeing, sensing, and feeling. Deeply reflective, it encourages the students to connect and contrast the literary expressions of emotion to their own emotional and mental states and experiences, while appraising the (inter-)personal, historical, socio-political, and even aesthetic elements that shape and influence their own emotional and mental wellbeing.

As a part of the course requirements, students will be asked to form a support group for emotional learning, sharing, and understanding in a community of their own choosing. The concepts and practices used in the class will serve as the basic guides for this service-learning activity, though students will be encouraged to re-adapt and reinterpret them to accommodate the local context. Students will demonstrate their understanding of the issues, resources, assets, and cultures of the community in which they are working and evaluate the impacts of the service-learning activity through reflective essays, in-class presentations, group sharing and reflection in class, partnership with another student, and individual meetings with the instructor.

A list of required texts and other course materials, and information on where they are available

The main course materials will come from a book manuscript titled *Emotional Learning through Chinese Literature in Translation* that I am currently co-writing with a colleague. Assuming this book manuscript will be published by the time the course is offered, different chapters, which will include translation and analysis of selected literary texts, will be assigned as required reading for different sessions of the class. If this book is not yet published, the chapters will be adapted and abridged as PDF files for classroom use.

Additional materials, made available to students in PDF files, will also be drawn from specific chapters or sections of these published works:

Alford, Lucy. *Forms of Poetic Attention*. New York: Columbia University Press, 2020.

Barbalet, J. M. "Boredom and Social Meaning." *British Journal of Sociology* 50.4 (Dec 1999): 631-646.

Brewer, Judson. *Unwinding Anxiety: New Science Shows How to Break the Cycles of Worry and Fear to Heal Your Mind*. New York: Avery, 2021.

Cai, Zong-qi & Shengqing Wu. Eds. *Emotion and Visuality in Chinese Literature and Culture*. A special issue *Journal of Chinese Literature and Culture*.

Coplan, Amy & Peter Goldie, eds. *Empathy: Philosophical and Psychological Perspectives*. Oxford: Oxford University Press, 2011.

Davidson, Richard J. & Sharon Degley. *The Emotional Life of Your Brain: How Its Unique Patterns Affect the Way You Think, Feel, and Live—and How You can Change Them*. New York: Hudson Street Press, 2012.

Eifring, Halvor. Ed. *Love and Emotions in Traditional Chinese Literature*. Brill, 2004.

Fisher, Philip. *The Vehement Passions*. Princeton: Princeton University Press, 2002.

Goleman, Daniel & Richard J. Davidson. *Altered Traits: Science Reveals How Meditation Changes Your Mind, Brain, and Body*. New York: Avery, 2017.

- Gunnlaugson, Olen. "Establishing Second-Person Forms of Contemplative Education: An Inquiry into Four Conceptions of Intersubjectivity." *Integral Review* 5.1 (June 2009): 25–50.
- Hayot, Eric. *The Hypothetical Mandarin: Sympathy, Modernity and Chinese Pain*. Oxford: Oxford University Press, 2009.
- Howe, David, ed. *Empire of the Senses: The Sensual Culture Reader*. Oxford: Berg, 2005.
- Langer, Ellen J. *Mindfulness*. Boston: Da Capo Press, 1989; 2016.
- Langer, Ellen J. *The Power of Mindful Learning*. Boston: Da Capo Press, 2016.
- Lewis, Mark E. *Honor and Shame in Early China*. Cambridge University Press, 2020.
- Rea, Chris. *The Age of Irreverence: A New History of Laughter in China*. Oakland: University of California Press, 2015.
- Santangelo, Paolo & Donatella Guida. *Love, Hatred, and Other Passions: Questions and Themes on Emotions in Chinese Civilization*. Brill, 2006.
- Sundararajan, Louise. *Understanding Emotion in Chinese Culture: Thinking Through Psychology*. Springer, 2015.
- Stanford Encyclopedia of Philosophy* on the definition of Empathy:
<http://plato.stanford.edu/entries/empathy/>
- Virág, Curie. *The Emotions in Early Chinese Philosophy*. Oxford University Press, 2017.

Information about the length and format of all papers, homework, laboratory assignments, and examinations

- Short "true or false" quizzes at the start of each class on assigned readings
- One page (double-sized, 12-point font) conceptual-understanding essay on "emotion"
- One page (double-sized, 12-point font) conceptual-understanding essay on "emotional learning through Chinese literature in translation"
- One page (double-sized, 12-point font) conceptual-understanding essay on "mindfulness" and "mindful learning"
- One page (double-sized, 12-point font) conceptual-understanding essay on "first-person mindfulness," "third-person mindfulness," and "second-person mindfulness"
- A three-page (double-sized, 12-point font) essay on interpreting a selected Chinese literary work from the first-person, third-person, and second-person perspectives
- Complete "Support Group Form" to outline the concepts, plans, and steps for implementation for organizing a support group in a chosen community
- A three-page (double-sized, 12-point font) reflective essay on the experience of organizing and maintaining a support group for a community
- An in-class presentation on "what I learned about emotion, self and others, forms of expression, cultural contexts, and diversity through organizing and hosting a support group for my community"
- A group performative project on experiencing, interpreting, and reflecting on the emotions in selected Chinese literary works; group leaders complete and submit "Performative Group Project Form" to outline concepts and plans
- A final three-page essay (double-sized, 12-point font) on "new possibility and potentiality of emotional learning through Chinese literature or other forms of literature and art: my perspective as a student"

Grading information, indicating the percentages assigned to various requirements

Attendance.....	10%
Participation in class	20%
Short quizzes at the start of classes.....	15%
4 one-page conceptual-understanding essays.....	12%
1 three-page essay on interpreting a selected Chinese literary work.....	5%
Service-learning activity (form, three-page reflective essay, in-class presentation)...	15%
Group performative project.....	15% (2% based on peers' evaluation of effort; group leaders will receive 2% toward their final grades upon the successful completion of the group projects)
1 final five-to-six-page essay	8%

A weekly topical outline of course meetings, including topics to be covered, readings, film screenings, and homework:

Week 1	Orientation
Week 2	<p>Conceptual Learning: What is Emotion? What is “Emotional Learning through Chinese literature in Translation”?</p> <p>Assigned readings:</p> <p>“Introduction” in Meow Hui Goh and Ying Zhang, <i>Emotional Learning through Chinese literature in Translation</i> (≈15 pages) Alford, Lucy. <i>Forms of Poetic Attention</i>. (≈20 pages) Selected articles from <i>Empire of the Senses</i>, ed. David Howe. (≈15 pages)</p> <p>5-8 min “true or false” quiz on assigned readings at the start of class</p> <p>One page (double-sized, 12-point font) conceptual-understanding essay on “emotion”</p>
Week 3	<p>Conceptual Learning: What are “Mindfulness,” “Mindful Learning,” “First-person Mindfulness,” “Third-person Mindfulness,” and “Second-person Mindfulness”?</p> <p>Assigned readings:</p> <p>Davidson, Richard J. & Sharon Degley. <i>The Emotional Life of Your Brain: How Its Unique Patterns Affect the Way You Think, Feel, and Live—and How You can Change Them</i>. (≈15 pages) Gunnlaugson, Olen. “Establishing Second-Person Forms of Contemplative Education: An Inquiry into Four Conceptions of Intersubjectivity.” <i>Integral Review</i> 5.1 (June 2009): 25–50. Langer, Ellen J. <i>Mindfulness</i>. (≈10 pages) Langer, Ellen J. <i>The Power of Mindful Learning</i>. (≈10 pages)</p>

	<p>5-8 min “true or false” quiz on assigned readings at the start of class</p> <p>One page (double-sized, 12-point font) conceptual-understanding essay on “emotional learning through Chinese literature in translation”</p> <p>Individual meeting with instructor to discuss ideas for support group (group 1)</p>
Week 4	<p>Anger and Grief</p> <p>Assigned readings:</p> <p>Chapter on “Anger and Grief” in Goh and Zhang, <i>Emotional Learning through Chinese literature in Translation</i> (≈20 pages)</p> <p>Fisher, Philip. <i>The Vehement Passions</i>. (≈15 pages)</p> <p>Cai, Zong-qi & Shengqing Wu. Eds. <i>Emotion and Visuality in Chinese Literature and Culture</i>. A special issue <i>Journal of Chinese Literature and Culture</i>. (≈15 pages)</p> <p>5-8 min “true or false” quiz on assigned readings at the start of class</p> <p>One page (double-sized, 12-point font) conceptual-understanding essay on “mindfulness” and “mindful learning”</p> <p>Individual meeting with instructor to discuss ideas for support group (group 2)</p>
Week 5	<p>Love and Hate</p> <p>Assigned readings:</p> <p>Chapter on “Love and Hate” in Goh and Zhang, <i>Emotional Learning through Chinese literature in Translation</i> (≈20 pages)</p> <p>Eifring, Halvor. Ed. <i>Love and Emotions in Traditional Chinese Literature</i>. (≈15 pages)</p> <p>Santangelo, Paolo & Donatella Guida. <i>Love, Hatred, and Other Passions: Questions and Themes on Emotions in Chinese Civilization</i>. (≈15 pages)</p> <p>5-8 min “true or false” quiz on assigned readings at the start of class</p> <p>One page (double-sized, 12-point font) conceptual-understanding essay on “first-person mindfulness,” “third-person mindfulness,” and “second-person mindfulness”</p> <p>Complete “Form on Support Group” to outline the concepts, plans, and steps for implementation for organizing a weekly support group in a chosen community</p> <p>Form partnership in pairs (two students) for exchanges on support group</p>

<p>Week 6</p>	<p>Anxiety and Calmness</p> <p>Assigned readings:</p> <p>Chapter on “Anxiety and Calmness” in Goh and Zhang, <i>Emotional Learning through Chinese literature in Translation</i> (≈20 pages)</p> <p>Brewer, Judson. <i>Unwinding Anxiety: New Science Shows How to Break the Cycles of Worry and Fear to Heal Your Mind.</i> (≈20 pages)</p> <p>Lewis, Mark E. <i>Honor and Shame in Early China.</i> (≈15 pages)</p> <p>5-8 min “true or false” quiz on assigned readings at the start of class</p> <p>Implement support group; share ideas and seek support from partner</p>
<p>Week 7</p>	<p>Ambivalence and Certainty</p> <p>Assigned readings:</p> <p>Chapter on “Ambivalence and Certainty” in Goh and Zhang, <i>Emotional Learning through Chinese literature in Translation</i> (≈20 pages)</p> <p>Virág, Curie. <i>The Emotions in Early Chinese Philosophy.</i> (≈15 pages)</p> <p>Rea, Chris Rea. <i>The Age of Irreverence.</i> (≈15 pages)</p> <p>5-8 min “true or false” quiz on assigned readings at the start of class</p> <p>Continue support group; share ideas and seek support from partner</p> <p>A three-page (double-sized, 12-point font) essay on interpreting a selected Chinese literary work from the first-person, third-person, and second-person perspectives</p>
<p>Week 8</p>	<p>Excitement and Boredom</p> <p>Assigned readings:</p> <p>Chapter on “Excitement and Boredom” in Goh and Zhang, <i>Emotional Learning through Chinese literature in Translation</i> (≈20 pages)</p> <p>Barbalet, J. M. “Boredom and Social Meaning.” <i>British Journal of Sociology</i> 50.4 (Dec 1999): 631-646. (16 pages)</p> <p>Alford, Lucy. <i>Forms of Poetic Attention.</i> (≈15 pages)</p> <p>5-8 min “true or false” quiz on assigned readings at the start of class</p> <p>Group sharing on support group in class</p> <p>Continue support group; share ideas and seek support from partner</p>

	<p>Form groups for performative group project; begins brainstorming ideas</p>
<p>Week 9</p>	<p>Empathy and Apathy</p> <p>Assigned readings:</p> <p>Chapter on “Empathy and Apathy” in Goh and Zhang, <i>Emotional Learning through Chinese literature in Translation</i> (≈20 pages)</p> <p>The definition of Empathy (Stanford Encyclopedia of Philosophy): http://plato.stanford.edu/entries/empathy/ (≈5 pages)</p> <p>Coplan and Goldie, eds. <i>Empathy: Philosophical and Psychological Perspectives</i> (≈15 pages)</p> <p>Hayot, Eric. <i>The Hypothetical Mandarin: Sympathy, Modernity and Chinese Pain</i>. (≈10 pages)</p> <p>5-8 min “true or false” quiz on assigned readings at the start of class</p> <p>Individual meeting with instructor on support group (group 1)</p> <p>Continue support group; share ideas and seek support from partner</p> <p>Continue to work on performative group project</p>
<p>Week 10</p>	<p>Hopefulness and Hopelessness</p> <p>Assigned readings:</p> <p>Chapter on “Hopefulness and Hopelessness” in Goh and Zhang, <i>Emotional Learning through Chinese literature in Translation</i> (≈20 pages)</p> <p>Fisher, Philip. <i>The Vehement Passions</i>. (≈20 pages)</p> <p>Sundararajan, Louise. <i>Understanding Emotion in Chinese Culture: Thinking Through Psychology</i>. (≈15 pages)</p> <p>5-8 min “true or false” quiz on assigned readings at the start of class</p> <p>A three-page (double-sized, 12-point font) reflective essay on the experience of organizing and maintaining a support group for a community</p> <p>Individual meeting with instructor on support group (group 2)</p> <p>Continue support group; share ideas and seek support from partner</p> <p>Continue to work on performative group project; group leaders complete and submit “Performative Group Project Form”</p>

Week 11	<p>Presentation on “what I learned about emotion, self and others, forms of expression, cultural contexts, and diversity through organizing and hosting a support group for my community” (Group 1)</p> <p>Continue support group; share ideas and seek support from partner</p> <p>Continue to work on performative group project</p>
Week 12	<p>Presentation on “what I learned about emotion, self and others, forms of expression, cultural contexts, and diversity through organizing and hosting a support group for my community” (Group 2)</p> <p>Continue support group; share ideas and seek support from partner</p> <p>Continue to work on performative group project; first set of groups finalize projects</p>
Week 13	<p>Presentation on Group Performative Project (First Set of Groups)</p> <p>Continue support group; share ideas and seek support from partner</p> <p>Second set of groups finalize performative group projects</p>
Week 14	<p>Presentation on Group Performative Project (Second Set of Groups)</p> <p>Concluding discussion: <i>How</i>—in what kind of mind—would you want to live and exist with yourself and others?</p> <p>Group reflection on support group in class</p> <p>Continue support group; share ideas and seek support from partner</p>
Week 15	<p>A final three-page essay (double-sized, 12-point font) on “new possibility and potentiality of emotional learning through Chinese literature or other forms of literature and art: my perspective as a student”</p> <p>Encouraged to continue support group for the long term</p>

Statement on academic misconduct:

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487).

For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

Statement about disability services:

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Statement on mental health:

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling [614-292-5766](tel:614-292-5766). CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at [614-292-5766](tel:614-292-5766) and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org.

Statement on sexual misconduct/relationship violence:

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu

Statement on diversity:

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Service-Learning Course Inventory

Overview

The GE allows students to take a single, 4+ credit course to satisfy a particular GE Theme requirement if that course includes key practices that are recognized as integrative and high impact. Courses seeking one of these designations need to provide a completed Integrative Practices Inventory at the time of course submission. This will be evaluated with the rest of the course materials (syllabus, Theme Course submission document, etc). Approved Integrative Practices courses will need to participate in assessment both for their Theme category and for their integrative practice.

Please enter text in the boxes below to describe how your class will meet the expectations of Service-Learning Courses. It may be helpful to consult the Description & Expectations document for this pedagogical practice or to consult the OSU Office of Service Learning as you develop your course and complete this inventory. You may also want to consult the Director of Undergraduate Studies or appropriate support staff person as you complete this Inventory and submit your course.

Please use language that is clear and concise and that colleagues outside of your discipline will be able to follow. You are encouraged to refer specifically to the syllabus submitted for the course, since the reviewers will also have that document. Because this document will be used in the course review and approval process, you should be *as specific as possible*, listing concrete activities, specific theories, names of scholars, titles of textbooks etc.

Accessibility

If you have a disability and have trouble accessing this document or need to receive it in another format, please reach out to Meg Daly at daly.66@osu.edu or call 614-247-8412.

Pedagogical Practices for Service-Learning

Course subject & number

Chinese 4408

Performance expectations set at appropriately high levels (e.g. Students engage in appropriately linked academic and experiential exploration of the community setting in which they study). Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

As a part of the course requirements, students will be asked to form a support group for emotional learning, sharing, and understanding in a community of their own choosing: a student organization, an online study group, a local volunteer group, a job office, a church choir, or others. The concepts and practices used in the class will serve as the basic guides for this service-learning activity, though students will be encouraged to re-adapt and reinterpret them to accommodate the local context. Students will demonstrate their understanding of the issues, resources, assets, and cultures of the community in which they are working and evaluate the impacts of the service-learning activity through reflective essays, in-class presentations, group sharing and reflection in class, partnership with another student, and individual meetings with the instructor.

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Significant investment of time and effort by students over an extended period of time (e.g. develop an increasing appreciation of the issues, resources, assets, and cultures of the community in which they are working). Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

Students begin formal work on forming and planning for a support group in the community of their choosing in week 3, implement the support group in week 6, and continue the group through the rest of the semester (i.e. for ten weeks) and are encouraged to continue it for the long term. Through continuous engagement with the community in the form of the support group, students develop greater understanding and appreciation of the issues, resources, assets, and cultures of the community.

Interactions with faculty, peers, and community partners about substantive matters including regular, meaningful faculty mentoring, peer support, and community partner interaction. Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

Through individual meetings with the instructor, submission of a " support group form " to the instructor to outline the concepts, plans, and steps for implementation, partnership with another student, group sharing and reflection in class, writing a reflective essay, and giving an in-class presentation, students interact regularly and meaningfully with the instructor and peers to gain support for, exchange ideas about, and receive feedback on their support group project. They will also be guided by the instructor to identify a leader in the community in which they are embedded to form a partnership with and receive support and feedback from for their work on the support group.

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Students will get frequent, timely, and constructive feedback on their work from all appropriate sources, especially on their community awareness and engagement, and their experience with difficult differences. Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

In addition to what has been outlined above, students will be guided and encouraged to find meaningful ways to gain feedback from the participants of their support groups through guidance by and discussion with the instructor, sharing of ideas with their partners and peers, and receiving guidance from their community leaders.

Periodic, structured opportunities to reflect and integrate learning (e. g. reflect on the service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of personal values and civic responsibility). Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

Through individual meetings with the instructor, partnership with another student and a community leader, group sharing and reflection in class, writing a reflective essay, and giving an in-class presentation, students reflect on and evaluate their own experiences in hosting a support group, integrating the learning about the emotional and mental wellbeing of themselves and others.

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Opportunities to discover relevance of learning through real-world applications (e.g., intentional connection between academic content and the community work in which they engage). Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

As a theme-course on “ health and wellbeing, ” this course closely and intentionally connects literary texts, personal experiences, and community work through the exploration of human emotions and mental states. The academic content introduced through the assigned readings—may it be about the concepts of emotion or mindfulness; the social, historical, and cultural contexts of emotions; or the specific nature and expression of a type pf emotion—will all be learned and interrogated through the “ applied ” methods of self-reflective activities, experiential interpretive strategies, and group project, and further utilized in a “ support group ” service-learning project. In this way, the course allows the students to discover the relevance of the learning in the course through real-world applications.

Public Demonstration of competence in academic settings and, if possible, in the community engagement site. Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

Students will demonstrate their competence for emotional learning by giving a presentation on “ what I learned about emotion, self and others, forms of expression, cultural contexts, and diversity through organizing and hosting a support group for my community ” and by presenting a group performative project on experiencing, interpreting, and reflecting on the emotions in selected Chinese literary works. They will also demonstrate their confidence and competence in extending the emotional skills that they have learned to supporting others by hosting a support group in a community of their choice for ten weeks.

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Experiences with diversity wherein students demonstrate intercultural competence and empathy with people and worldview frameworks that may differ from their own. Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

Teaching on the broader characteristics of Chinese literary expressions of emotion, this course highlights the idea that emotions are cultural, driven as much by traditions, beliefs, and conventions as any other forms of human experience and behavior. However, rejecting the misguided framework of “ eastern culture vs. western culture ” or “ Chinese culture vs. American culture, ” this course challenges the students to explore and consider the variety of emotional expressions in Chinese literary works and the fluidity of the cultural frameworks that shaped them. Turning this perspective towards themselves, the students are guided to recognize the variety and fluidity in their own cultural contexts as well. In this way, the students practice true appreciation of diversity in all contexts, whether local, national, or international, and will acquire the mental and emotional capacity to understand and engage with the challenges and uncertainties of the global world.

Explicit and intentional efforts to promote inclusivity and a sense of belonging and safety for students, e.g. universal design principles, culturally responsible pedagogy. Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

Using literary works of a non-mainstream tradition as the base texts, this course explicitly models an open, welcoming, and celebratory attitude towards the lesser-known and lesser-recognized. This attitude is integral to the concept and practice of mindfulness that are central to the course. By opening up the students ' minds to the present moment in all its shapes and forms and helping to loosen the need to be judgmental, the teaching and cultivation of mindfulness in this course (through experiential close-reading of literary texts and self-and-others awareness practices, among others) are aimed at creating an inclusive, welcoming, and safe space for all.

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Clear plan to promote this course to get a wider enrollment of typically underserved populations. Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

I will promote the enrollment of typically underserved populations in this course in at least three ways: 1) reach out to the student organizations of underserved populations, such as the Undergraduate Black Caucus (I have taught and am in contact with the officers in the caucus) and Chinese American Student Association (I am the adviser), to advertise the course to their members; 2) contact former students from underserved populations to encourage them to enroll in the course and request that they encourage their peers to enroll in the course as well; 3) work with ASC undergraduate advisers to promote the course among underserved populations.

Just as it takes the position that a non-mainstream tradition such as Chinese literature can help us gain deep and comprehensive insights and skills for our emotional health and wellbeing, this course promotes the belief that the more diverse and inclusive the classroom population is, the broader and deeper the learning will be. As such, the criteria for forming the peer partnership for the support group project and the groups for the performative project, as well as those for organizing the community support group, will include requirements for diversity and inclusion.