

GE THEME COURSES

Overview

Courses that are accepted into the General Education (GE) Themes must meet two sets of Expected Learning Outcomes (ELOs): those common for all GE Themes and one set specific to the content of the Theme. This form begins with the criteria common to all themes and has expandable sections relating to each specific theme.

A course may be accepted into more than one Theme if the ELOs for each theme are met. Courses seeing approval for multiple Themes will complete a submission document for each theme. Courses seeking approval as a 4-credit, Integrative Practices course need to complete a similar submission form for the chosen practice. It may be helpful to consult your Director of Undergraduate Studies or appropriate support staff person as you develop and submit your course.

Please enter text in the boxes to describe how your class will meet the ELOs of the Theme to which it applies. 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

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Course subject & number Chinese 4408

General Expectations of All Themes

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

Please briefly identify the ways in which this course represents an advanced study of the focal theme. In this context, “advanced” refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities. (50-500 words)

This course is called “ Emotional Learning through Chinese Literature. ” It is an advanced study of the focal theme in that it takes a deliberate, concentrated, and incremental approach to investigating and experiencing the emotions in selected literary works and to learning about the emotions 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 the lower-level 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. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

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. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

1. 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.
2. 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.
3. 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.

Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

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 their 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.

Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

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. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

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 also 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. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

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 (Gunnlaugson, 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.