

Term Information

Effective Term Autumn 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 3233
Course Title Chinese Mythology in Modern Context
Transcript Abbreviation Chinese Mythology
Course Description Analyze Chinese mythology from the perspectives of national/cultural identity and thought archetype, aided with ideographic scripts, idiomatic expressions, texts, sculptures, films, and parks
Semester Credit Hours/Units Fixed: 3

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 Lecture
Grade Roster Component Lecture
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

Requirement/Elective Designation

Historical and Cultural Studies

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- Successful students will evaluate significant mythology-related cultural phenomena and ideas in China to develop capacities for aesthetic and cultural response, judgment, interpretation, and evaluation.
- Analyze and interpret selected major forms of mythology-related tales, thought, ideas, and expressions.
- Describe and analyze selected mythology-related cultural phenomena and ideas across time using a diverse range of primary and secondary sources including texts, images, and ideographic scripts and idiomatic expressions.
- Use appropriate sources and methods to construct an integrated, comparative, and mythology-related perspective of cultural periods, events, or ideas that influence Chinese perceptions, beliefs, and behaviors in the past and or at the present
- Evaluate social and ethical implications in mythology-related cultural studies

Content Topic List

- The Great Chaos and the Beginning of the world
The Greater Human in scripts and stories
Phoenix Fights the Dragon – unity and disunity
Fu Xi-- the creator of culture
Nv Wa – the contradictory roles of women
- Nv Wa marries Fu Xi – kinship bonding and ancestor worshipping
God of Life and Goddess of death – the unsettled dispute
Water and Fire Dragons -- The visceral contradiction
The Great Yu -- the concession ideal
- Chang Eh - the great beautification attempt
Jing Wei bird and the foolish Oldman – human fights nature
No

Sought Concurrence

Attachments

- 2023AUCChinese3233syllabus.pdf: syllabus
(Syllabus. Owner: Knicely, Yuching Hsu)
- Chinese3233ge-foundations-submission.pdf: GE document
(Other Supporting Documentation. Owner: Knicely, Yuching Hsu)
- DeallCurricularMaps.docx: curriculum map
(Other Supporting Documentation. Owner: Knicely, Yuching Hsu)

Comments

- - Please check off all campuses.
 - Please uncheck the categories for the legacy GE and check off the appropriate box of the GEN (i.e., General Education course 2021).
 - As always for a new course: if it will be able to count in your major (even as an elective), please provide an updated curriculum map for the major. Thank you. *(by Vankeerbergen, Bernadette Chantal on 01/11/2023 01:32 PM)*

COURSE REQUEST
3233 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
01/18/2023

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Knicely, Yuching Hsu	01/11/2023 12:31 PM	Submitted for Approval
Approved	Bender, Mark A	01/11/2023 12:39 PM	Unit Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	01/11/2023 01:32 PM	College Approval
Submitted	Knicely, Yuching Hsu	01/12/2023 12:47 PM	Submitted for Approval
Approved	Bender, Mark A	01/17/2023 09:58 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	01/18/2023 05:56 PM	College Approval
Pending Approval	Cody, Emily Kathryn Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	01/18/2023 05:56 PM	ASCCAO Approval

Chinese 3233: Chinese Mythology in a Modern Context

Units: 3;	Class number:;
Meeting place:;	Meeting time: -:
Instructor: Jianqi Wang;	Contact Info.: 292-5871; wang.551@osu.edu
Instruction language: English;	Office Hours: by appointment in office HH344 or on Zoom.

Course Description:

This course sees mythology as human emotional reaction to and rational explanation of the fearful unknown. Once a mythological narration is formed, it functions as tools and devices to inform, unite, control, and manipulate the group of people who choose or are told to believe in the narrative. Repeated narrations plant the structure of the narratives in the believers' subconscious as the archetypes of thought to frame and interpret the encountered social and cultural phenomena.

Where do the Chinese come from? How do they live and view the world? Anthropological explanations expound little on how the ruler and the media tell the masses and how the latter respond to these questions. Dynasty after dynasty, rulers of the 'Central Kingdom' reconfigure and reconstruct Chinese mythological stories to toe the line. It is these mythological narratives that shape the changing ideology of China from the past to the present. The indigenous archetypes of Chinese interpretation of Human, Heaven, Nature, Men and Women, Virtue and Truth all originate from mythological imaginations, and have been framing how the Chinese see the world, themselves, and current affairs. Chinese mythology, belittled by some western scholars as non-existent (for lack of a creation story), permeates throughout Chinese cultural, social, and political institutions. For the mass people, the mythological stories are sources of emotional imagination, lasting memory, inherited identity, and cultural confidence. For the ruling elites, these stories are tools for cultivation, education, and rectification of the ruled. Being localized, updated, and linked to the ancient 'ancestry,' these stories are intertwined with the official political agenda and spiritual doctrines of time.

China is rejuvenizing its nationhood under the banner of the "Chinese Dream," a collective 'dream' of the state, conceived to compete with the "American Dream," an individual dream for each person. To this end, China is reconstructing its mythology with renewed narratives along with new statues of gods, goddesses, sages, and sovereigns, as well as new mythological parks. Efforts made in archaeological excavations and subsequent interpretations retell Chinese mythological stories and transcend them into tales of national, cultural, and historical identity and pride. Although revolutionaries in history such as Mao Zedong had praised rebellions even after he took the reins of China for twenty years, rebels in mythological stories such as Xing Tian and Gong Gong are hardly portrayed as benevolent, nor could they be easily seen in modern mythological parks and sculptures. Rebels become heroes only in the eyes of the ruled who are unhappy with their rulers.

Mythological narrations evolve, adapt, and renew over time. The narratives function the same, validating the rulers' 'greatness' and their orthodoxy inheritance and legitimacy. It is compulsory for students interested in China to query Chinese culture, society, diplomacy, state affairs, and politics of the past and the present with the seemingly 'far cry' vehicle of Chinese mythology. This course bases its analysis of China on Chinese mythology, aided with Chinese ideographic scripts and idiomatic

expressions, which are taken as fossilized ideas that conceptualize Chinese mythological and legendary narratives.

Grading Breakdown:

Attendance: 10%

Group project (3-4 person): 20%

- invent a new mythical story or modify an existing story on one aspect of China to promote a value that your group deem important and potentially becoming a meme to influence the Chinese

Two three-page reflection papers **Or** One six-page research paper: 20%

Weekly Carmen open-book quizzes (**please pay attention to due dates**): 20%

Midterm Exam: 15%

Final Exam: 15%

Attendance Policy:

Absence up to three times are automatically granted without hurting the student's grade. Thereafter, each absence results in 1% reduction from the final grade of the student unless otherwise approved by the instructor upon sufficient documentation support such as doctors' notes.

Requirements for Group Project:

The number of members in a group must be less than or equal to 4 and greater than 2. All members of the group must agree to receive the same grade for the project. Your innovative or modified mythical tale must address one aspect of China, topography, population, power transition, human relation, social structure, etc., and promote an important value that your group deem missing or less than emphasized in existing Chinese mythological tales. The address of power transition in either the content of the tale or the intended purpose of the tale is encouraged but not required.

Requirements for Papers: (choose from one research paper or two reflection papers)

Reflection Papers

You are required to write two short reflection papers of three pages each on your personal reactions to the Chinese mythological stories. You must actively engage with the tale from a perspective defined in your paper. You may begin with a "gut" reaction (i.e., how did the tale make you feel, and then imagine how would a people (a king, a commoner, a minister, a general, a merchant... -- the perspective you choose) at certain time of history (dynasty? Modern? Contemporary?) would have felt and reacted to it. You are encouraged to compare your feeling with that of the 'assumed' feelings of the people you have included. You should also intellectualize your feelings (i.e., why does the tale make you feel this way and would have made the in-perspective-person feel the other way?) in a theoretical framework such as rationalization, social function, emotional reflection, or artistic imagination, etc. A reflection paper should NOT be a summary of the tale, nor simply a description of your own emotional reaction to the tales. You are expected to think about the subtle level of meaning that the tale attempts to convey and the techniques it deploys to do so. You may also discuss issues such as cultural codes and historical constraints.

Research Paper

Topics for the research paper will not be assigned. Please pick a subject that interests you. It is required however the student chooses a theoretical perspective to frame the mythological phenomenon that he picks, such as the rationalization of the unknown, the emotional reflection of the psychology of the people at the time, artistic expression of the imagination of the authors and groups, or the social function of the ruling power and control, etc. Examples include, how a specific mythological tale made impact on China in history and or at present, how evolution of the tale represents historical moments in Chinese history, how scholars from different parts of the world and or at different time of history interpret differently about the tales and why. Contrast and comparison are the keys for an analytical research paper. The use of outside references, quotations, and images are required and must be documented. Format of the research paper is not dictated. You may follow either APA or MLA recommendations. During the eleventh week, please submit a brief—one or two paragraph—summary of your proposed topic. Papers may be longer than six pages.

This course fulfills GEN category of Historical and Cultural Studies with a focus on Cultural Studies' Goals and Expected Learning Outcomes (ELO). The goals of the course and ELOs aligned with the GEN Cultural Studies are as follows:

Goals for the Course – GEN Cultural Studies:

1. Successful students will evaluate significant mythology-related cultural phenomena and ideas in China to develop capacities for aesthetic and cultural response, judgment, interpretation, and evaluation.

Expected Learning Outcomes for the Course – GEN Cultural Studies:

Successful students are able to:

1.1. Analyze and interpret selected major forms of mythology-related tales, thought, ideas, and expressions.

1.2. Describe and analyze selected mythology-related cultural phenomena and ideas across time using a diverse range of primary and secondary sources including texts, images, and ideographic scripts and idiomatic expressions with an explicit focus on rationalization, function, psychological reaction, and structural theorization and methodologies.

1.3. Use appropriate sources and methods to construct an integrated, comparative, and mythology-related perspective of cultural periods, events, or ideas that influence Chinese perceptions, beliefs, and behaviors in the past and or at the present.

1.4. Evaluate social and ethical implications in mythology-related cultural studies.

Academic Misconduct Statement:

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/>.

Disability Statement:

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.

Mental Health Statement: 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 are or someone you know is 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. 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.

If you are thinking of harming yourself or need a safe, non-judgmental place to talk, or if you are worried about someone else and need advice about what to do, 24 hour emergency help is also available through the Suicide Prevention Hotline (Columbus: 614-221-5445 / National: 800-273-8255); or text (4hope to 741741); or at suicidepreventionlifeline.org

Weekly Schedule:

Week 1: The Great Mess, Pangu, and the Beginning of the World – from pride to humiliation

The Great Chaos and the great axe of Pangu

Tale and sculpture site: Zhu Ma Dian, Henan Province

Week 2: Deity, Human, and the Chinese Oracle Bone Scripts – the Morality of Truth

Pangu and the Three Sovereigns: The Sovereign of Heaven, the Sovereign of Earth, and the Sovereign of Human.

Pangu's body and the blurring boundary of deity and human

Tale and sculpture site: Zhengzhou, Henan

Week 3: Phoenix Fights the Dragon – beneath “the unparalleled continuity”

Huang Di fights Chi You – the great invasion and migration from the north

The secret book and weapon sent by Jiu Tian Xuan Nv to Huang Di – the admiration of secrecy and the past

Tale and sculpture sites: Yiyang, Hunan; Mount Phoenix, Huangzhong, Qinghai

Week 4: Fu Xi, the Creator of Culture, and the Meaning of Life

Fu Xi 's name evolution and connotations

The Five Elements, the Eight Trigrams, the 12 animal Zodiac, the 64 Hexagrams – the simplicity in the complexity

Tale and sculpture site: Xiangyang, Hubei

Week 5: Nv Wa Mends the Sky and Creates Humans: the contradictory roles of women

Tale and sculpture sites: Handan, Hebei; Xixian, Hebei

Week 6: The Marriage between Fu Xi and Nv Wa – kinship bonding and ancestor worshipping

Brother Fu Xi Marries Sister Nv Wa – the love songs and the lovers' addresses today

Tale and sculpture sites: Lanzhou, Gansu

Week 7: The Queen Mother of the West and King Father of the East – Death and Life: the unsettled question

Confucius on life, death, ghost, and the strange

Tale and sculpture site: Mount Hui, Jingchuan, Gansu

Week 8: Dragon Ying (God of Water) and Zhu Rong (God of Fire) – mediating the great contradiction

Obedience and disobedience—the ideological and structural contradictions

Lao Zi and the Daoist solution

Confucius and the Confucianist solution

Buddha and the Buddhist solution

Tale and sculpture sites: Dazu, Sichuan; Anyue, Sichuan

Week 9: Hou Yi Shoots Nine Suns – unity-disunity cycling and emperor worshipping

From Spring-Autumn to four seasons--temporal sequence and ancestor worshipping

Fate and anti-fate – the confusion of time

Tale and sculpture sites: Sheyang, Jiangsu; Zhengzhou, Henan; Qinghua University

Week 10: Kua Fu Chases the Sun – the internal contradiction

The script Kua vs. the script Fu

The contradictory records in *The Classic of Mountains and Seas*

Tale and sculpture site: Jiaozuo, Henan

Week 11: Yu the Great Tames the Water, and the River Gods – the power transition and power distribution question

Yu emerges from his father Gun's belly

Gun v.s. Yu in controlling the waters

Daoist and the naturalist vs. Confucianist and the legalist in governing and ordering

Tale and sculpture sites: Tuoling, Henan; Shaoxing, Zhejiang

Week 12: Chang Eh Flies to the Moon – the great beautification of Chinese arts and literature

Five versions of the story

The beautification of the story, result, and roles

Comparing Statues: Yu battling with Xiang liu, the nine-headed dragon (happy victorious ending) and the Greek Laocoon (tragic moment)

Tale and sculpture sites: Weifang, Shandong; Yichun, Jiangxi

Week 13: Gong Gong Fights Huang Di – workers' rebellion and the topography of the land

Tale and sculpture sites: Fuyang, Anhui; Mount Buzhou, Xinjiang

Week 14: From Yao, Shun, to Yu, the Great "Concession" – the ideal

Xing Tian fights Huang Di (to be 'God') – the reality

Tale and sculpture sites: Mang Shan, Hebei; Mount Qiuchi, Longnan, Gansu

Week 15: The Jingwei Bird and the Ocean; the Foolish Oldman and Mao – the Chinese way of thinking

Mao's tale of the Foolish Oldman Moves the Mountain – what was in his mind?

Tale and sculpture sites: Zhangzi, Shanxi; Jiyuan, Henan

GE Foundation Courses

Overview

Courses that are accepted into the General Education (GE) Foundations provide introductory or foundational coverage of the subject of that category. Additionally, each course must meet a set of Expected Learning Outcomes (ELO). Courses may be accepted into more than one Foundation, but ELOs for each Foundation must be met. It may be helpful to consult your Director of Undergraduate Studies or appropriate support staff person as you develop and submit your course.

This form contains sections outlining the ELOs of each Foundation category. You can navigate between them using the Bookmarks function in Acrobat. Please enter text in the boxes to describe how your class meets the ELOs of the Foundation(s) to which it applies. Because this document will be used in the course review and approval process, you should use language that is clear and concise and that colleagues outside of your discipline will be able to follow. Please be as specific as possible, listing concrete activities, specific theories, names of scholars, titles of textbooks etc. Your answers will be evaluated in conjunction with the syllabus submitted for the course.

Accessibility

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

GE Rationale: Foundations: Race, Ethnicity, and Gender Diversity (3 credits)

Requesting a GE category for a course implies that the course fulfills **all** the expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Race, Ethnicity, and Gender Diversity, please answer the following questions for each ELO.

A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational for the study of Race, Ethnicity and Gender Diversity.

Course Subject & Number: _____

B. Specific Goals of Race, Ethnicity, and Gender Diversity

GOAL 1: Successful students will engage in a systematic assessment of how historically and socially constructed categories of race, ethnicity, and gender, and possibly others, shape perceptions, individual outcomes, and broader societal, political, economic, and cultural systems.

Expected Learning Outcome 1.1: Successful students are able to describe and evaluate the social positions and representations of categories including race, gender, and ethnicity, and possibly others. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.2: Successful students are able to explain how categories including race, gender, and ethnicity continue to function within complex systems of power to impact individual lived experiences and broader societal issues. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.3: Successful students are able to analyze how the intersection of categories including race, gender, and ethnicity combine to shape lived experiences. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.4: Successful students are able to evaluate social and ethical implications of studying race, gender, and ethnicity. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

GOAL 2: Successful students will recognize and compare a range of lived experiences of race, gender, and ethnicity.

Expected Learning Outcome 2.1: Successful students are able to demonstrate critical self- reflection and critique of their social positions and identities. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 2.2: Successful students are able to recognize how perceptions of difference shape one’s own attitudes, beliefs, or behaviors. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 2.3: Successful students are able to describe how the categories of race, gender, and ethnicity influence the lived experiences of others. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met.

GE Rationale: Foundations: Social and Behavioral Sciences (3 credits)

Requesting a GE category for a course implies that the course **all** expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Social and Behavioral Sciences, please answer the following questions for each ELO.

A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational in the study of Social and Behavioral Sciences.

Course Subject & Number: _____

B. Specific Goals of Social and Behavioral Sciences

GOAL 1: Successful students will critically analyze and apply theoretical and empirical approaches within the social and behavioral sciences, including modern principles, theories, methods, and modes of inquiry.

Expected Learning Outcome 1.1: Successful students are able to explain basic facts, principles, theories and methods of social and behavioral science. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.2: Successful students are able to explain and evaluate differences, similarities, and disparities among institutions, organizations, cultures, societies, and/or individuals using social and behavioral science. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

GOAL 2: Successful students will recognize the implications of social and behavioral scientific findings and their potential impacts.

Expected Learning Outcome 2.1: Successful students are able to analyze how political, economic, individual, or social factors and values impact social structures, policies, and/or decisions. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 2.2: Successful students are able to evaluate social and ethical implications of social scientific and behavioral research. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 2.3: Successful students are able to critically evaluate and responsibly use information from the social and behavioral sciences. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

GE Rationale: Foundations: Historical or Cultural Studies (3 credits)

Requesting a GE category for a course implies that the course fulfills the expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Historical and Cultural Studies, please answer the following questions for each ELO. Note that for this Foundation, a course need satisfy **either** the ELOs for Historical Studies **or** the ELOs for Cultural Studies.

A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational in the study of History **or** Cultures.

Course Subject & Number: _____

B. Specific Goals of Historical *or* Cultural Studies

Historical Studies (A) Goal: Successful students will critically investigate and analyze historical ideas, events, persons, material culture and artifacts to understand how they shape society and people.

Expected Learning Outcome 1.1A: Successful students are able to identify, differentiate, and analyze primary and secondary sources related to historical events, periods, or ideas. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.2A: Successful students are able to use methods and theories of historical inquiry to describe and analyze the origin of at least one selected contemporary issue. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.3A: Successful students are able to use historical sources and methods to construct an integrated perspective on at least one historical period, event or idea that influences human perceptions, beliefs, and behaviors. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.4A: Successful students are able to evaluate social and ethical implications in historical studies. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Cultural Studies (B) Goal: Successful students will evaluate significant cultural phenomena and ideas to develop capacities for aesthetic and cultural response, judgment, interpretation, and evaluation.

Expected Learning Outcome 1.1B: Successful students are able to analyze and interpret selected major forms of human thought, culture, ideas or expression. Please link this ELO to the course goals and topics and identify the *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.2B: Successful students are able to describe and analyze selected cultural phenomena and ideas across time using a diverse range of primary and secondary sources and an explicit focus on different theories and methodologies. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.3B: Successful students are able to use appropriate sources and methods to construct an integrated and comparative perspective of cultural periods, events or ideas that influence human perceptions, beliefs, and behaviors. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.4B: Successful students are able to evaluate social and ethical implications in cultural studies. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met.

GE Rationale: Foundations: Writing and Information Literacy (3 credits)

Requesting a GE category for a course implies that the course fulfills **all** expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Writing and Information Literacy, please answer the following questions for each ELO.

Course Subject & Number: _____

A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational in the study of Writing and Information Literacy.

B. Specific Goals of Writing and Information Literacy

GOAL 1: Successful students will demonstrate skills in effective reading, and writing, as well as oral, digital, and/or visual communication for a range of purposes, audiences, and context.

Expected Learning Outcome 1.1: Successful students are able to compose and interpret across a wide range of purposes and audiences using writing, as well as oral, visual, digital and/or other methods appropriate to the context.

Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. Explain how the course includes opportunities for feedback on writing and revision. Furthermore, please describe how you plan to insure sufficiently low instructor-student ratio to provide efficient instruction and feedback. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.2: Successful students are able to use textual conventions, including proper attribution of ideas and/or source, as appropriate to the communication situation. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. Is an appropriate text, writing manual, or other resource about the pedagogy of effective communication being used in the course? (50-700 words)

Expected Learning Outcome 1.3: Successful students are able to generate ideas and informed responses incorporating diverse perspectives and information from a range of sources, as appropriate to the communication situation. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.4: Successful students are able to evaluate social and ethical implications in writing and information literacy practices. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

GOAL 2: Successful students will develop the knowledge, skills, and habits of mind needed for information literacy.

Expected Learning Outcome 2.1: Successful students are able to demonstrate responsible, civil, and ethical practices when accessing, using, sharing, or creating information. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 2.2: Successful students are able to locate, identify and use information through context appropriate search strategies. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 2.3: Successful students are able to employ reflective and critical strategies to evaluate and select credible and relevant information sources. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

GE Rationale: Foundations: Literary, Visual, or Performing Arts (3 credits)

Requesting a GE category for a course implies that the course fulfills **all** expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Literary, Visual, and Performing Arts, please answer the following questions for each ELO.

A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational in the study of Literary, Visual, or Performing Arts.

B. Specific Goals

Goal 1: Successful students will analyze, interpret, and evaluate major forms of human thought, cultures, and expression; and demonstrate capacities for aesthetic and culturally informed understanding.

Expected Learning Outcome 1.1: Successful students are able to analyze and interpret significant works of design or visual, spatial, literary or performing arts. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.2: Successful students are able to describe and explain how cultures identify, evaluate, shape, and value works of literature, visual and performing art, and design. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.3: Successful students are able to evaluate how artistic ideas influence and shape human beliefs and the interactions between the arts and human perceptions and behavior. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.4: Successful students are able to evaluate social and ethical implications in literature, visual and performing arts, and design. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Goal 2: Successful students will experience the arts and reflect on that experience critically and creatively.

Expected Learning Outcome 2.1: Successful students are able to engage in informed observation and/or active participation within the visual, spatial, literary, or performing arts and design. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 2.2: Successful students are able to critically reflect on and share their own experience of observing or engaging in the visual, spatial, literary, or performing arts and design.

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

GE Rationale: Foundations: Natural Science (4 credits)

Requesting a GE category for a course implies that the course fulfills **all** expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Natural Sciences, please answer the following questions for each ELO.

A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational in the study of Natural Science.

Course Subject & Number: _____

B. Specific Goals for Natural Sciences

GOAL 1: Successful students will engage in theoretical and empirical study within the natural sciences, gaining an appreciation of the modern principles, theories, methods, and modes of inquiry used generally across the natural sciences.

Expected Learning Outcome 1.1: Successful students are able to explain basic facts, principles, theories and methods of modern natural sciences; describe and analyze the process of scientific inquiry. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.2: Successful students are able to identify how key events in the development of science contribute to the ongoing and changing nature of scientific knowledge and methods. Please link this ELO to the course goals and topics and indicate specific activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.3: Successful students are able to employ the processes of science through exploration, discovery, and collaboration to interact directly with the natural world when feasible, using appropriate tools, models, and analysis of data. Please explain the 1-credit hour equivalent experiential component included in the course: e.g., traditional lab, course-based research experiences, directed observations, or simulations. Please note that students are expected to analyze data and report on outcomes as part of this experiential component. *(50-1000 words)*

Course Subject & Number: _____

GOAL 2: Successful students will discern the relationship between the theoretical and applied sciences, while appreciating the implications of scientific discoveries and the potential impacts of science and technology.

Expected Learning Outcome 2.1: Successful students are able to analyze the inter-dependence and potential impacts of scientific and technological developments. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 2.2: Successful students are able to evaluate social and ethical implications of natural scientific discoveries. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 2.3: Successful students are able to critically evaluate and responsibly use information from the natural sciences. Please link this ELO to the course goals and topics and indicate *specific* activities/ assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

GE Rationale: Foundations: Mathematical and Quantitative Reasoning (or Data Analysis) (3 credits)

Requesting a GE category for a course implies that the course fulfills **all** expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Mathematical and Quantitative Reasoning (or Data Analysis), please answer the following questions for each ELO.

A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational in the study of Mathematical & Quantitative Reasoning (or Data Analysis).

B. Specific Goals for Mathematical & Quantitative Reasoning/Data Analysis

Goal: Successful students will be able to apply quantitative or logical reasoning and/or mathematical/statistical analysis methodologies to understand and solve problems and to communicate results.

Expected Learning Outcome 1.1: Successful students are able to use logical, mathematical and/or statistical concepts and methods to represent real-world situations. Please link this ELO to the course goals and topics and indicate *specific* activities/ assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.2: Successful students are able to use diverse logical, mathematical and/or statistical approaches, technologies, and tools to communicate about data symbolically, visually, numerically, and verbally. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.3: Successful students are able to draw appropriate inferences from data based on quantitative analysis and/or logical reasoning. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.4: Successful students are able to make and evaluate important assumptions in estimation, modeling, logical argumentation, and/or data analysis. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.5: Successful students are able to evaluate social and ethical implications in mathematical and quantitative reasoning. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Chinese Major / Minor Curricular Map

(all courses are Chinese unless otherwise noted)

B.A. Degree in Chinese

The Department of East Asian Languages and Literatures offers an undergraduate major in Chinese. The major program includes studies in language, literature and linguistics. Any given course can count only toward the fulfillment of one category requirement, even if the course appears as an option in more than one category.

Prerequisites: (15 credit hrs.)

1101 (4), 1102 (4), 1103/2141 (4), 2231/2232 (3)

Requirements: (33 credit hrs.)

A. LANGUAGE (18 credit hrs.)

2102/2151 (5), 4101/4142 (5), 4102/4152 (5), 5111 (3)

B. LITERATURE (6 credit hrs.)

2451, 4401, 4402, 4403, 4404, 4407, 5400, 5411, 5474,
*6451, *6452, *6453; EALL3457

C. ADVANCED STUDIES (2 courses for a minimum of 6 credit hrs.)

Choice of 4193, 4301, 4302, 4380, 4381, 4383, 4401, 4402, 4403, 4404, 4405,
4406, 4407, 4998, 4999, 5112, 5101, 5102, 5103, 5104,
5105, 5106, 5380, 5381, 5389, 5400, 5411, 5474, 5490, *6451, *6452,
*6453, *7615, *7617

D. EAST ASIAN ARTS, CULTURE, HISTORY, THOUGHT (3 credit hrs.)

2283, EALL2284, EALL3223, EALL3241, EALL3299, EALL3446, EALL3457, EALL 4200, EALL4407, EALL
5310, EALL5383, EALL5475, EALL5477; GEOG 5503; HISTORY3401, HISTORY3402, HISTORY3403, HISTORY3404,
HISTORY3405, HISTORY3410; HISTART4810, HISTART4815, HISTART5812, HISTART5815, HISTART5816

Requirements for a Chinese Minor:

The minor in Chinese consists of 15 credit hours of prerequisites and 14 credit hours of required course work. The purpose of the prerequisites is to give students the linguistic and cultural foundations upon which to build an understanding of China. The courses beyond the prerequisites are intended to provide more substantial training in the Chinese language and further cultural understanding. Selections of courses are to be made with the advice and counsel of an adviser, and students should be aware that not all of the courses that are available for the minor are offered every year, so that early and careful planning is advised. **No more than 6 of the credit hours required for the minor can be transfer credits.**

Prerequisites: (15 credit hrs.)

1101 or equivalent (4), 1102 or equivalent (4), 1103/2141 or equivalent (4), 2231 or 2232

Requirements: (14 credit hrs.)

A. LANGUAGE: 2102/2151 (5 credit hrs.)

B. LITERATURE, LINGUISTICS (3 credit hrs): 2451, 4380, 4381, 4383, 4401, 4402, 4403, 4404, 4407, 5105, 5106, 5389, 5400, 5411, 5474

C. ELECTIVES (2 courses for a minimum of 6 credit hrs.): 2283, (3233), 4101, 4102, 4142, 4152, 4301, 4302, 4380, 4381, 4383, 4401, 4402, 4403, 4404, 4405, 4406, 4407, 5111, 5112, 5389, 5400, 5411, 5474, 5490; EALL5383; or other Chinese language courses above Level Two.

NOTE: EM and Transfer Credit cannot be used for the elective category.

* Graduate courses open to undergraduate minors with permission of instructor.

Japanese Major / Minor Curricular Map

(all courses are Japanese unless otherwise noted)

Requirements for B.A. in Japanese:

The major program includes studies in language, literature, and linguistics. The total number of hours for a Japanese major is 48 semester credit hours. Any given course can count only toward the fulfillment of one category requirement, even if the course appears as an option in more than one category.

Prerequisites: (15 credit hrs.)

1101, 1102, 1103/2141, 2231

Requirements: (33 credit hrs.)

A. LANGUAGE (15 credit hrs.)

2102/2151, 4101/4142, 4102/4152

B. LITERATURE AND LINGUISTICS (6 credit hrs.)

One course each from categories (i) and (ii)

(i) J2451, J2452

(ii) J4401, 5400, 5454, 5455, 5456, *E5383, *5380, *5381

C. ADVANCED STUDIES (2 courses for a minimum of 6 credit hrs.)

4193, 4200, 4998, 4999, 5111, 5112, 5101, 5102, 5103, 5104, 5315, 5316, 5380, 5381, 5400, 5454, 5455, 5456, E5797 (study abroad)

- D. EAST ASIAN ARTS, CULTURE, HISTORY, THOUGHT (6 credit hrs.)
EALL2284, EALL3223, EALL3299, EALL3241, EALL3446, EALL3457, EALL 4200, EALL4407,
EALL5310, EALL5315, EALL5271, EALL5316, EALL5383, EALL5475, EALL5477; HIST3425,
HISTORY3426; HISTART4820, HISTART5821, HISTART5822

Requirements for Japanese Minor:

The minor in Japanese consists of 15 credit hours of prerequisites and 14 credit hours of course work beyond the stated prerequisites. The purpose of the prerequisites is to give students a linguistic and cultural foundations upon which to build an understanding of Japan. The courses beyond the prerequisites are intended to provide more substantial training in the Japanese language and further cultural understanding. Selections of courses are to be made with the advice and counsel of an adviser, and students should be aware that not all of the courses that are available for the minor are offered every year so that early and careful planning is advised. **No more than 6 of the credit hours required for the minor can be transfer credits.**

Prerequisites: (15 credit hrs.)

1101 or equivalent (4), 1102 or equivalent (4), 1103/2141 or equivalent (4), 2231

Required: (14 credit hrs.)

- A. LANGUAGE: 2102/2151 (5 credit hrs.)
B. LITERATURE, LINGUISTICS (3 credit hrs.): 2451, 2452, 4401, 5315, 5316, 5400,
5454, 5455, 5456, *5380 or *EALL5383
C. ELECTIVES (2 courses for a **minimum of 6 credit hrs.**): 5271, 5315, 5316,
EALL2284, EALL3223, EALL3299, EALL3241, EALL3446, EALL3457, EALL 4200,
EALL4407, EALL5310, EALL5383, EALL5475, EALL5477; HIST3425,
HISTORY3426; HISTART4820, HISTART5821, HISTART5822

NOTE: EM and Transfer Credit cannot be used in the elective category.

* Graduate courses open to undergraduate minors with permission of instructor.