

13-210.

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LSC Action-Date: AP-3/7/13	UWUCC Action-Date: App-9/17/13	App-10/8/13

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

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Check all appropriate lines and complete all information. Use a separate cover sheet for each course proposal and/or program proposal.

1. Course Proposals (check all that apply)

New Course       Course Prefix Change       Course Deletion  
 Course Revision       Course Number and/or Title Change       Catalog Description Change

Current course prefix, number and full title: ANTH 272 Cultural Area Studies: China

Proposed course prefix, number and full title, if changing:

2. Liberal Studies Course Designations, as appropriate

This course is also proposed as a Liberal Studies Course (please mark the appropriate categories below)

Learning Skills     Knowledge Area     Global and Multicultural Awareness     Writing Across the Curriculum (W Course)  
 Liberal Studies Elective (please mark the designation(s) that applies – must meet at least one)

Global Citizenship     Information Literacy     Oral Communication  
 Quantitative Reasoning     Scientific Literacy     Technological Literacy

3. Other Designations, as appropriate

Honors College Course     Other: (e.g. Women's Studies, Pan African)

4. Program Proposals

Catalog Description Change     Program Revision     Program Title Change     New Track  
 New Degree Program     New Minor Program     Liberal Studies Requirement Changes     Other

Current program name: \_\_\_\_\_

Proposed program name, if changing: \_\_\_\_\_

5. Approvals	Signature	Date
Department Curriculum Committee Chair(s)	<i>Sarah W. Neusius</i>	1/31/13
Department Chairperson(s)	<i>Francis Allard</i>	2/6/13
College Curriculum Committee Chair	<i>Francis Allard</i>	2/13/13
College Dean	<i>Francis Allard</i>	2/27/13
Director of Liberal Studies (as needed)	<i>Don H. Proulx</i>	8/28/13
Director of Honors College (as needed)		
Provost (as needed)		
Additional signature (with title) as appropriate		
UWUCC Co-Chairs	<i>Gail Sedquist</i>	9/17/13

Received SEP 20 2013      Received AUG 28 2013      Received FEB 27 2013  
 Liberal Studies      Liberal Studies      Liberal Studies

## **1. Catalog Description and Syllabus of Record Current Catalog Description**

### **ANTH 272 Culture Area: China**

**(3c-01-3cr)**

Designed to assist the student in developing an understanding of contemporary China. While the course will begin with prehistoric and historic aspects of China, the focus will be on contemporary issues presented in the context of anthropological theory. Specific Chinese cultural components that will be investigated include values, attitudes, norms, social organization, linguistics, and folklore. Also offered as SOC 272; may not be taken for duplicate credit.

**Prerequisites:** None

### **Proposed Catalog Description**

### **ANTH 272 Culture Area: China**

**(3c-01-3cr)**

Provides a broad introduction to Chinese culture and society from an anthropological perspective. Following an overview of China's geography and history, the rest of the course covers a range of topics pertaining to Chinese traditional culture, including marriage, family, education, governance, gender, religion, language, health, art and music. The course relies on cross-cultural comparisons to help locate Chinese culture and customs within a broader world-wide context. It also encourages students to consider the transformation (rather than elimination) of traditional cultural elements as globalization has come to play an increasingly important role in China's social and economic development.

**Prerequisites:** None

**Rationale:** The proposed catalog description reflects changes in the Liberal Studies curriculum, in the course content over the past years, as well as in contemporary scholarship in anthropology about China, including an increased emphasis on cross-cultural comparison and the need to understand modern transformations in the context of traditional patterns of behavior and thought.

**Culture Area Studies: China**  
**Syllabus of Record**

**I. Catalog Description**

**ANTH 272 Culture Area: China**

**(3c-01-3cr)**

Provides a broad introduction to Chinese culture and society from an anthropological perspective. Following an overview of China's geography and history, the rest of the course covers a range of topics pertaining to Chinese traditional culture, including marriage, family, education, governance, gender, religion, language, health, art and music. The course relies on cross-cultural comparisons to help locate Chinese culture and customs within a broader world-wide context. It also encourages students to consider the transformation (rather than elimination) of traditional cultural elements as globalization has come to play an increasingly important role in China's social and economic development.

**Prerequisites:** None

**II. Course Objectives**

Students will be able to:

**Objective 1:** Recognize the major events and developments in China's history over the past 4000 years, including those events that have resulted in significant cultural dislocations and transformations of traditional customs.

Expected Student Learning Outcome 1: Informed Learners

Rationale: Lectures on Chinese history will require students to recognize the impact that internal and regionally focused events within China, along with regular – and sometimes violent - contact with the outside world, have had on the development of Chinese culture.

**Objective 2:** Compare the main features of traditional Chinese customs and institutions (e.g. marriage, education, religion) to similar institutions in other regions and cultures of the world.

Expected Student Learning Outcomes 1 and 2: Informed and Empowered Learners

Rationale: The application of the cross-cultural method throughout the course will encourage students to make use of this approach to recognize similarities and differences between the customs of traditional China and those of other parts of the world. In so doing, they will become aware of how such knowledge permits a more active questioning of – and participation in - their own behaviors.

**Objective 3:** Demonstrate how Chinese culture, rather than being monolithic, varies along a number of dimensions, including time, region, and ethnicity.

Expected Student Learning Outcomes 2 and 3: Empowered and Responsible Learners

Rationale: Lectures on history and geography will require students to distinguish between the cultures and historical trajectories of different regions of China. Through the Chinese example, students will also become aware of the complex role that cultural diversity and interrelationships can play in a nation's historical development and the emergence of a national identity.

**Objective 4**: Recognize and discuss parallels between the plight of women, ethnic groups and other disadvantaged social classes in traditional China and other regions of the world.

Expected Student Learning Outcome 3: Responsible Learners

Rationale: While lectures on women and other marginalized groups will focus on traditional and modern China, they will also encourage students to compare the case of China to other regions of the world. Such comparisons will help students identify commonalities among different cases and apply such knowledge to the study of inequalities in their own country.

**Objective 5**: Evaluate and illustrate how China's incorporation into an increasingly globalized world has been accompanied by the transformation – rather than elimination – of traditional customs, norms and behaviors.

Expected Student Learning Outcomes 2 and 3: Empowered and Responsible Learners

Rationale: Lectures will apply to China the idea that customs persist – typically in altered form – following even major historical disturbances and contact with foreign cultures. This perspective will encourage students to identify such instances of culture change in their own culture, and to recognize why it is often difficult to eliminate traditional forms of behavior that are deemed unacceptable in regard to social norms and the treatment of marginalized groups.

### III. Course Outline

- A. Introduction to the Geography and History of China (6 hours)
- A brief overview of Chinese history from prehistory to the present.
  - The physical geography of China.
  - The cultural geography of China.
  - The one-child policy and other demographic issues.
  - Economic development and the issue of in-country migration.
- B. Family, Marriage, and Gender (8 hours)
- The structure and make-up of the Chinese traditional family.
  - The traditional marriage: dowries, wives, and concubines.
  - Confucianism and the role of women in traditional China.
  - Women in post-1949 China.
  - The problem of gender imbalance in present-day China.
- C. Governance, Education, and Literature (6 hours)

- The classical canon.
- Bureaucracy and the examination system in traditional China.
- Confucianism, the family and education in traditional China.
- Comparison with the education system in the United States.
- Recent developments in employment opportunities and educational expectations.

Mid-Term Exam (2 hours)

D. Language and Writing (3 hours)

- The development of Chinese characters.
- How to write Chinese characters and use a Chinese dictionary.
- Calligraphy.
- Languages and dialects in modern day China.

E. Religion and Philosophy (6 hours)

- Confucianism: religion or philosophy?
- The development and characteristics of Buddhism and Daoism in China.
- The development and characteristics of Islam and Christianity in China.
- Local beliefs and popular religion.
- Religion in post-1949 China.

F. Health and Healthcare (6 hours)

- Perceptions of health, the body and its link to nature: yin-yang and qi.
- Acupuncture, moxibustion, and herbal medicine.
- Martial arts and health.
- Fengshui (geomancy).
- The marriage of traditional and western medicine in present-day China.

G. Art, Music and Media (5 hours)

- A brief history of art and music in China.
- Art, Confucianism and scholarship.
- Art as religious expression.
- Censorship of the arts, music, and media since 1949.

H. Final Exam (2 hours)

#### IV. Evaluation Methods

The final grade will be determined as follows:

**50% Two exams (each worth 25%),** including a mid-term exam and a final exam given during Finals week. Each exam consists of multiple choice questions, short essay questions (based on diagrams or visual material such as a map, a family tree, a piece of calligraphy, or painting), and a long essay question.

**30% Two book essays (each worth 15%).** Essay #1 requires students to write a report on the ethnography 'The House of Lim', using specific examples to point out the extent to which the Lim family (in 1950's Taiwan) exemplified, failed to achieve, or simply rejected

the traditional ideals of family structure and customs in China (note: a sample essay assignment on 'The House of Lim' is included in this course proposal). Essay #2 is a book report on 'Dreaming in Chinese', a personal narrative written by an American woman who, while living in China, learned Chinese and discovered how features of the Chinese language provide a window into Chinese culture itself.

**20%** Four announced short quizzes throughout the semester. Each quiz consists of multiple choice questions.

#### **V. Grading Scale**

Grading scale: A ( $\geq 90\%$ ), B (80-89%), C (70-79%), D (60-69%), F ( $< 60\%$ )

#### **VI. Attendance Policy**

The attendance policy will follow the Undergraduate Course Attendance Policy as outlined in the undergraduate catalog.

#### **VII. Required textbooks, supplemental books and readings**

Shaughnessy, E.L. (ed) (2000). *China. Empire and Civilization*. New York: Oxford University Press.

Wolf, M. (1968). *The House of Lim. A Study of a Chinese Farm Family*. Upper Saddle River (NJ): Prentice-Hall.

Fallows, D (2010). *Dreaming in Chinese. Mandarin Lessons in Life, Love, and Language*. New York (NY): Walker & Co.

A set of required readings consisting of short news pieces will also be made available to students at the beginning of the course.

#### **VIII. Special resource requirements**

None

#### **IX. Bibliography**

Craig, A.M. (2010). *The Heritage of Chinese Civilization* (3<sup>rd</sup> edition). Upper Saddle River (NJ): Prentice Hall.

De Mente, B.L. (2009). *The Chinese Mind: Understanding Traditional Chinese Beliefs and their Influence on Contemporary Culture*. North Clarendon (VT): Tuttle Publisher.

Ebrey, P.B. (ed) (1993). *Chinese Civilization: A Sourcebook* (2<sup>nd</sup> edition). New York: Free Press.

Ebrey, P.B. (2010). *The Cambridge Illustrated History of China* (2<sup>nd</sup> edition). Cambridge: Cambridge University Press.

Gamer, R. (ed) (2012). *Understanding Contemporary China* (4<sup>th</sup> edition). Boulder (Colo): Lynne Rienner Publishers.

Gernet, J. (1996). *A History of Chinese Civilization* (2<sup>nd</sup> edition). Cambridge: Cambridge University Press.

Hessler, P. (2006). *Oracle Bones: A Journey between China's Past and Present*. New York: Harper Collins.

Loewe, M. (1990). *The Pride that was China*. London: Sidwick and Jackson.

Lopez, D.S. (ed) (1996). *Religions of China in Practice*. Princeton: Princeton University Press.

Louie, K. (ed) (2008). *The Cambridge Companion to Modern Chinese Culture*. New York: Cambridge University Press.

Morton, W.S. (2005). *China: Its History and Culture* (4<sup>th</sup> edition). New York: McGraw-Hill.

National Geographic Society (2008). *Atlas of China*. Washington (DC): National Geographic Society.

Sullivan, M. (2009). *The Arts of China* (5<sup>th</sup> edition). Berkeley and Los Angeles: University of California Press.

Watson, B. (trans) (2007). *The Analects of Confucius*. New York: Columbia University Press.

## **1. Summary of the Proposed Revisions**

**Note:** As we were unable to locate the original syllabus of record for Anth 272, this proposal makes use of the 2004 course syllabus as the earliest available syllabus of comparison.

2.1 Catalog description changed

2.2 Course objectives added

2.3 Revision of course outline

2.4 Revision of evaluation methods

2.5 Course bibliography added

## **2. Rationale**

3.1 The new catalog description reflects changes in course content over the past years, as well as recent changes in the Liberal Studies curriculum. Specifically with respect to Global and Multicultural Awareness, this course enables students to recognize similarities and differences between Chinese customs and culture and their own as well as to reflect on cultural diversity within China, to compare the social position of women

- and ethnic minorities within China, and think critically about how traditional Chinese culture is being transformed in the context of globalization.
- 3.2 The 2004 course syllabus did not have course objectives.
  - 3.3 The course outline has been revised to reflect changes in course content.
  - 3.4 The course evaluation methods have been revised to reflect changes in course content and the incorporation of new materials.
  - 3.5 The 2004 course syllabus did not have a bibliography.

### 3. Sample Assignment

#### Essay Assignment on the 'The House of Lim'

##### Assignment Instructions

Length: 1500 - 2000 words

Double-spaced

This assignment is worth 15% of your final grade

To what extent does 'The House of Lim' illustrate what you've learned so far regarding family structure and dynamics, the family 'cycle', marriage, and the role/status of men, women, and other family members in traditional China? How representative is the Lim family of the 'ideal' Chinese family? As you illustrate your discussion with specific examples from the book, make sure you distinguish between instances of the Lim family's adherence to traditional customs, its intention (but failure) to adhere to such customs, and (on occasion) its rejection of customs.

##### Grading Criteria

The essay will be given an A grade if it satisfies the following criteria:

- It falls within the required 1500 - 2000 word length.
- The discussion is well contextualized through the effective use of course material previously introduced in lectures and assigned readings.
- It is well structured and organized in a logical manner that allows for easy comprehension of the ideas being presented. The presentation of the information follows a clear organizing principle, such as the drawing of a clear distinction between instances of adherence to traditional customs, the intention (but failure) to adhere to traditional customs, and the rejection of such customs.
- There are no (or very few) spelling and grammatical mistakes. When present, these mistakes do not impede the reader's understanding of the essay.
- There is clear evidence that the student understands how the book relates to the course material and provides insights into more recent changes in Chinese society.

The essay will be given a B grade if it satisfies the following criteria:

- It falls within the required 1500 - 2000 word length.
- The discussion is generally well contextualized through the use of course material previously introduced in lectures and assigned readings.
- It is generally well structured and organized, although there are a few gaps in the presentation of ideas.



- There are a number of spelling and grammatical mistakes, although these do not impede the reader's understanding of the essay.
- There is evidence that the student has a generally good understanding of how the book relates to the course material and provides insights into more recent changes in Chinese society.

The essay will be given a C grade if it satisfies the following criteria:

- It falls outside the required 1500 - 2000 word length.
- The discussion is poorly contextualized, with limited or incorrect use of course material previously introduced in lectures and assigned readings.
- It is not well structured and organized, with many gaps in the way the ideas are presented.
- Spelling and grammatical mistakes impede the reader's understanding of some portions of the essay.
- There is evidence that the student has difficulty understanding how the book relates to the course material or provides insights into more recent changes in Chinese society.

The essay will be given a D grade if it satisfies the following criteria:

- It falls outside the required 1500 - 2000 word length.
- The discussion is very poorly contextualized, with mostly incorrect use (or absence) of course material previously introduced in lectures and assigned readings.
- It is very poorly structured and organized, with much of the essay presenting ideas in a haphazard manner.
- Spelling and grammatical mistakes impede the reader's understanding of many portions of the essay.
- There is little evidence that the student understands how the book relates to the course material or how it provides insights into more recent changes in Chinese society.

The essay will be given an F grade when:

- It falls outside the required 1500 - 2000 word length.
- The discussion does not offer any contextualizing course material previously introduced in lectures and assigned readings.
- It is very poorly structured, shows no organizing principle whatsoever, with the information presented in a haphazard manner.
- The large number of spelling and grammatical mistakes makes it very difficult to follow or understand the narrative.
- There is no evidence that the student understands how the book relates to the course material or how it provides insights into more recent changes in Chinese society.

#### **4. Liberal Studies Course Approval Questions**

5.1 At present, all sections of this course are taught by a single instructor in the department. The course is not a multiple-section, multiple-instructor course.

5.2 In its focus on China and Chinese culture, the course offers students an opportunity to better understand the lives and customs of people of Chinese descent living in the United States, the significant cultural changes experienced by the Chinese community, as well as the challenges that it faces. Some of the lectures also focus on the issue of gender in imperial China, and on laws enacted in China during the 20<sup>th</sup> century aimed at the betterment of women's lives. Furthermore, the course's cross-cultural approach is also used to present comparative information on the lives of – and challenges faced by - women in other regions of the world.

5.3 As indicated in the syllabus, this course has, beyond the required textbook, two required non-fiction works. The first is *The House of Lim. A Study of a Chinese Farm Family*, an ethnography centered in Taiwan during the 1950s. The second is *Dreaming in Chinese. Mandarin Lessons in Life, Love, and Language*, a personal narrative written by an American woman who, while living in China, learned Chinese and discovered how features of the Chinese language provide a window into Chinese culture itself.

5.4 This is an introductory Anthropology course designed for a general student audience. The course applies basic anthropological concepts and the cross-cultural comparative approach to the study of traditional and modern China. As such, the course offers students a broad introduction to the discipline of anthropology through the particular case of Chinese culture. It differs from other Anthropology courses in its focus on China, although it shares with a number of them the objective of introducing anthropological concepts and methods through the study of a particular region.

## Checklist for Global and Multicultural Awareness Course Proposals

1.  Review the Criteria for Global and Multicultural Awareness – particularly note the section on Differentiating the Global Citizenship competency and the Global and Multicultural Awareness category.
  2.  Follow the 2011 Undergraduate Curriculum Handbook for new (p. 20-27) or revised courses (p. 15-19).
  3.  Use the new Curriculum Proposal Cover Sheet (interactive PDF or word document – available at <http://www.iup.edu/senate/uwucc/default.aspx>).
  4.  Course Outcomes and Assessment (Section II, The Syllabus of Record - p. 23 and 85 in UWUCC Handbook) map to the three required Global and Multicultural Awareness Expected Undergraduate Student Learning Outcomes (EUSLOs): Informed Learners (I), Empowered Learners (II), and Responsible (III) Learners. <http://www.iup.edu/page.aspx?id=113234>.
  5.  Course content – meets the required course content for a Global and Multicultural Awareness course. While the course outline may not explicitly state the items in the required content, it needs to be clear that the content of the course attempts to address these required elements. <http://www.iup.edu/page.aspx?id=113234>.
  6.  Proposal includes the assignment instructions for one of the major course assignments and a grading rubric or grading criteria for that assignment (p. 33 UWUCC Handbook).
  7.  Proposal includes the answers to the four Liberal Studies questions (p. 91 UWUCC Handbook).
  8.  Proposal meets the spirit of Liberal Studies (p. 30 UWUCC Handbook).
- If this is a course revision (p. 18 UWUCC Handbook)**
9.  Summary of the proposed revisions – address how the revisions are meeting the various required course content elements and the EUSLOs for Global and Multicultural Awareness category.
  10.  Justification/rationale for the revision – include any departmental discussions of the overall offerings of their Liberal Studies Courses and why this course is included in those offerings.
  11.  The old syllabus of record.
  12.  Review the Liberal Studies course approval checklist (p. 90 UWUCC Handbook).