

CALIFORNIA STATE POLYTECHNIC UNIVERSITY, POMONA

ACADEMIC SENATE

GENERAL EDUCATION COMMITTEE

REPORT TO

THE ACADEMIC SENATE

GE-128-156

ENG 4740 – Chinese Civilization and Culture

General Education Committee

Date: 10/28/2016

Executive Committee  
Received and Forwarded

Date: 11/02/2016

Academic Senate

Date: 11/09/2016  
First Reading  
11/30/2016  
Second Reading

BACKGROUND:

The English and Foreign Languages Department revised course ENG 371 for the semester calendar. This is an existing course in GE Area C4.

RESOURCES CONSULTED:

Faculty  
Department Chairs  
Associate Deans  
Deans  
Office of Academic Programs

DISCUSSION:

The GE Committee reviewed the ECO for this course and found it to satisfy the GE SLO's and other requirements of GE Area C4.

RECOMMENDATION:

The GE Committee recommends approval of GE-128-156, ENG 4740 – Chinese Civilization and Culture.

# ENG - 4740 - Chinese Civilization and Culture

C. Course - New General Education\* Updated

## General Catalog Information

Department\*

English and Foreign Languages

Semester  
Subject Area\*

ENG

Semester 4740  
Catalog  
Number\*

Quarter Subject  
Area

ENG

Quarter Catalog 371  
Number

Course Title\* Chinese Civilization and Culture

Units\*

(3)

C/S  
Classification \*

C-01 (Large Lecture)

To view C/S Classification Long Description click: [http://www.cpp.edu/~academic-programs/scheduling/Documents/Curriculum%20Guide/Appendix\\_C\\_CS\\_Classification.pdf](http://www.cpp.edu/~academic-programs/scheduling/Documents/Curriculum%20Guide/Appendix_C_CS_Classification.pdf)

Component\*

Lecture

<b>Instruction Mode*</b>	Face-to-Face
<b>Grading Basis*</b>	Graded Only
<b>Repeat Basis*</b>	May be taken only once
<b>If it may be taken multiple times, limit on number of enrollments</b>	1
<b>Cross Listed Course Subject Area and Catalog Nbr (if offered with another department)</b>	CHN3410
<b>Dual Listed Course Subject Area and Catalog number (If offered as lower/upper division or ugrd/grad)</b>	
<b>Choose appropriate type (s) of course(s)*</b>	<input type="checkbox"/> Major Course <input type="checkbox"/> Service Course <input checked="" type="checkbox"/> GE Course <input type="checkbox"/> None of the above
<b>General Education Area / Subarea*</b>	C4

To view the General Education SubArea definitions, click <http://www.cpp.edu/~academic-programs/scheduling/Documents/Ch.3-GeneralEducationProposals.pdf>.

### I. Catalog Description

<b>Catalog Description</b>	<p>Comprehensive study of Chinese civilizational heritage and cultural traditions from crosscultural and interdisciplinary perspectives. Reading and discussion focus on Chinese philosophy, literature, art, and sciences to achieve an in-depth synthetic understanding of China's past and present. The course is taught in English.</p>
----------------------------	---

**II. Required Coursework and Background**

**Prerequisite(s)**

None.

**Corequisite(s)**

**Pre or  
Corequisite(s)**

**Concurrent**

**III. Expected Outcomes**

**List the knowledge, skills, or abilities which students should possess upon completing the course.\***

Students will demonstrate

- a) knowledge and comprehension of major texts (primary texts in English translation and reference works in English) about the above-listed aspects of Chinese civilization and culture;
- b) an in-depth synthetic understanding of the basic concepts and theories of the above-listed aspects of Chinese civilization and culture and their realistic implications;
- c) knowledge and comprehension of the social, cultural, and historical contexts of the above-listed aspects of Chinese civilization and culture;
- d) an ability to engage and analyze primary texts in English translation from cross-cultural and interdisciplinary perspectives, and to understand and critique scholarly discourses in reference works on the above-listed aspects of Chinese civilization and culture;
- e) an ability to explicate and critique the above-listed aspects of Chinese civilization and culture;
- f) an ability to analyze the underlying values of the above-listed aspects of Chinese civilization and culture and assess their impact on contemporary Chinese culture and society;
- g) a holistic view and critical appreciation of foreign civilizations and cultures (with a focus on Chinese culture and civilization) from comparative perspectives;
- h) an ability to apply knowledge and understanding gained from this course to their own majors;
- i) pedagogical and curricular strategies for teaching foreign civilizations and cultures at K-12 levels or college level that feature heuristic and global approaches.

**If this is a course for the major, describe how these outcomes relate to the mission, goals and objectives of the major program.**

Critical Reading: Practice, Reinforce.

Writing: Practice.

Oral Presentation: Practice.

Research: Practice.

Literary Traditions: Practice, Reinforce.

Multicultural Perspectives: Practice, Reinforce.

Effective Teaching: Introduce, Practice.

**Explain how the course meets the description of the GE SubArea (s). Please select appropriate outcomes according to the GE Area/SLO mapping.**

This course's focus on civilization and culture places it squarely within the purview of the GE C4 category. It is designed with the primary goals to a) highlight the salient aspects of Chinese civilization and culture that exemplify their humanistic values and manifestations; b) provide transhistorical and crosscultural context that will shed light on contemporary Chinese social mores and cultural ethos; and c) elucidate the relevance and comparability between Chinese civilization-culture and their global counterparts, while also showing the Chinese sociocultural bonds between the past, present and future.

Specifically, this course enables students to develop critical comprehension of major texts (primary texts in English translation and reference works in English) about the salient aspects of Chinese civilization and culture, including ethnic demography, dynastic history, philosophy (Confucianism and Taoism), literature (esp. classical poetry and drama), art (esp. painting and calligraphy), mythology and folklore, ancient advancements in science and technology, traditional medicine (esp. acupuncture), gastronomic culture and culinary arts (esp. regional schools and trends), and ancient China's crosscultural relations via the Silk Road. Also, this course helps students develop an ability to engage and analyze primary texts in English translation from cross-cultural and interdisciplinary perspectives, and to understand and critique scholarly discourses in reference works on the above-listed aspects of Chinese civilization and culture. Students will gain an in-depth synthetic understanding of the underlying humanistic values, contemporary manifestations and realistic implications of the above-listed aspects of Chinese civilization and culture. Their critical comprehension of the transhistorical and crosscultural context of the above-listed aspects of Chinese civilization and culture will shed light on contemporary Chinese social mores and cultural ethos. Furthermore, while showing the Chinese sociocultural bonds between the past, present and future, this course reveals the relevance and comparability between Chinese civilization-culture and their global counterparts. In the meantime, students will also develop an ability to apply knowledge and understanding gained from this course to their own majors through heuristic and holistic approaches.

**Describe how these outcomes relate to the associated GE Learning**

1a. The course enables the students to develop skills in writing effectively for various audiences by engaging in critical analysis of texts pertaining to Chinese culture and civilization and externalizing this analysis via various

**Outcomes listed below.\***

written media, ranging from personal critical reading journals, to blogs, to written exam essays, to research papers.

1b. Students will develop their skills in oral expression for different audiences by participating in classroom discussions of major aspects of Chinese literature, philosophy, historical development, etc. They will advance their abilities in formal speech through classroom presentations and workshops on the course's topics.

1c. For their presentations, classroom discussions, and research papers on the aspects of Chinese civilization and culture, students be actively involved in finding, evaluating, and sharing information using relevant, credible, and properly cited sources.

2b. Since the course addresses transhistorical and sociocultural contexts for varying aspects of Chinese literature, philosophy, scientific and cultural advancements, art, etc., the students will integrate concepts, examples, and theories from such disciplines as philosophy, history, and literature. In the course of participating in classroom discussions, workshops, lectures, and in the course of conducting research for their papers and presentations, students will construct original ideas calling on these disciplines and draw well-reasoned conclusions.

3a. The discussion and analysis of the salient aspects of Chinese civilization and culture over the course of the country's historical development will allow students to gain an in-depth understanding of the humanistic values, contemporary manifestations of the culture and shed light on today's social mores and cultural ethos of China and its global counterparts.

**General Education Outcomes\***

**Ia. Write effectively for various audiences**

**Ib. Speak effectively to various audiences.**

**Ic. Find, evaluate, use, and share information effectively and ethically.**

**Id. Construct arguments based on sound evidence and reasoning to support an opinion or conclusion.**

**IIb. Analyze major literary, philosophical, historical or artistic works and explain their significance in society.**

**IIId. Integrate concepts, examples, and theories from more than one discipline to identify problems, construct original ideas, and draw conclusions.**

**IIIa. Analyze the historical development of diverse cultures and the role they play in shaping core institutions and practices of individuals and societies.**

To view the mapping, click <https://www.cpp.edu/~academic-programs/Documents/GE%20SLO%20Mapping.pdf>



#### **IV. Instructional Materials**

Provide bibliography that includes texts that may be used as the primary source for instruction, and other appropriate reference materials to be used in instruction. The reference list should be current, arranged alphabetically by author and the materials should be listed in accepted bibliographic form.

##### **Instructional Materials\***

Tao Te Ching. Lao Tzu. Trans., Lau, D. C. Penguin, 1964.

The Analects. Confucius. Trans., Lau, D. C. Penguin, 1979.

Zhuangzi Speaks: The Music of Nature. Ts'ai, Chih-chung. Trans.,  
Bruya, Brian. Princeton UP, 1992.

The Classic of Mountains and Seas. Trans., Birrell, Anne. Penguin,  
2000.

The Heart of Chinese Poetry. Whincup, Greg. Anchor, 1987.

The Arts of China. Sullivan, Michael. U of California P, 2009.

The Heritage of Chinese Civilization. Craig, Albert. Pearson, 2010.

Encounters with Qi: Exploring Chinese Medicine. Eisenberg, David & Wright, Thomas Lee. Norton, 1995.

The Genius of China: 3,000 Years of Science, Discovery, and Invention. Temple, Robert. Inner Traditions, 2007.

The Art of Chinese Poetry. Liu, James. U of Chicago P, 1966.

The Silk Road: A New History. Hansen, Valerie. Oxford UP, 2012.

Faculty are encouraged to make all materials accessible. Indicate with an asterisk those items that have had accessibility (ATI/Section 508) reviewed. For more information, <http://www.cpp.edu/~accessibility>

#### **V. Minimum Student Material**

List any materials, supplies, equipment, etc., which students must provide, such as notebooks, computers, internet access, special clothing or uniforms, safety equipment, lockers, sports equipment, etc. Note that materials that require the assessment of a fee may not be included unless the fee has been approved according to University procedures.

**Minimum  
Student  
Material\***

Required texts, notebook, writing implement, word processor, printer, and internet access.

## **VI. Minimum College Facilities**

List the university facilities/equipment that will be required in order to offer this class, such as gymnastic equipment, special classroom, technological equipment, laboratories, etc.

### **Minimum College Facilities\***

Smart classroom with projector and DVD capabilities.  
Blackboard/whiteboard.

## **VII. Course Outline**

Describe specifically what will be included in the course content. This should not be a repetition of the course description but an expansion that provides information on specific material to be included in the class, e.g. lecture topics, skills to be taught, etc. This should not be a week-by-week guide unless all instructors are expected to follow that schedule.

### **Course Outline\***

This course explores the uniqueness of Chinese civilization and culture and their crosscultural comparability. It investigates how cultural values and practices help shape social mores and individual outlook on life, society, and the world. Major objectives include: explicate and critique Chinese civilization and culture; analyze the values underlying Chinese civilization and culture and assess their impact on contemporary Chinese culture and society; develop comparative perspectives from which to appreciate Chinese civilization and culture; demonstrate an in-depth synthetic understanding of the basic concepts and theories of Chinese civilization and culture and their realistic implications; generate curricular and pedagogical strategies for teaching Chinese civilization and culture in a global environment; apply knowledge and understanding gained from this course to their own majors.

Major course topics include:

'The Middle Kingdom: Many Ethnicities; Many Dynasties'; 'Benevolence & Love: Traditional Thinking I: Confucianism'; 'Nature & the Tao: Traditional Thinking II: Taoism'; 'Poetry Speaks the Mind: Literature'; 'Like Poetry; Like

Painting: Art'; 'The Offspring of Dragons: Mythology & Folklore'; 'The Land of Creative Minds: Ancient Inventions in Science & Technology'; 'The Power of Qi: Traditional Chinese Medicine'; 'The Beauty of Dining: Gastronomic Culture & Culinary Arts'; 'East Meeting West: The Silk Road & Cross-cultural Relations.'

### **VIII. Instructional Methods**

**Describe the type(s) of method(s) that are required or recommended for the instruction of this course (lectures, demonstrations, etc.). Include any method that is essential to the course, such as the use of particular tools or software.**

#### **Instructional Methods\***

Lecture. Discussion. In-class group activities.

### **IX. Evaluation of Outcomes**

**Describe the methods to be used to evaluate students' learning, i.e. written exams, term papers, projects, participation, quizzes, attendance, etc.\***

#### **Student assessment**

Blackboard blogs and/or other formats of Blackboard activities. In-class exercises (individual or group). Analytical papers. Classroom discussions. Presentations.

#### **Writing Assignments**

Instructors provide written feedback on short-answer and essays on exams to evaluate student understanding of and reflection on course material. Instructors provide written feedback on take-home exams with a writing component to ask students reflect on and explore course concepts and their relationship to one another. Instructors provide written feedback on online discussion board posts/blogs that prompt students to analyze the course material both individually and in collaboration with peers. Instructors provide written feedback on short written assignments—journal responses, reflections, commentaries, reviews, and others—which prompt students to organize their thoughts, comprehend course material, evaluate connections across course materials, encourage self-assessment, and foster a comfort

with the course content. Instructors provide written feedback on short essays, which train students to make a claim, support an argument effectively, and draw connections and conclusion across the course material. Instructors provide feedback on in-class writing assessments—including regular quizzes, narrative responses, free-writes, 'minute papers,' reflections, and other formats—to prompt students to organize their thoughts, comprehend and synthesize course material, evaluate connections across course materials, encourage self-assessment 'on the spot,' and foster a comfort with the act of writing. Instructors provide written feedback on long essays, which train students to articulate a well-defined position on the course material, and to work through arguments and counter-arguments. Instructors provide written feedback on collaborative class projects, where individual students are responsible for a particular written component. This term-long project fosters students' peer-to-peer connections, synthesis of course material, facilitation of critical thinking, and the generation of new knowledge.

#### **GE Outcomes Assessment**

**Ia. Write effectively for various audiences: critical reading journals, essays, research papers, blog posts.**

**Ib. Speak effectively to various audiences: presentations, student-led workshops, in-class discussions**

**Ic. Find, evaluate, use, and share information effectively and ethically: presentations, research papers, critical reading journals, blog posts**

**Id. Construct arguments based on sound evidence and reasoning to support an opinion or conclusion: critical reading journals, research papers**

**IIb. Analyze major literary, philosophical, historical or artistic works and explain their significance in society: critical reading journals, essays, research papers**

**IIId. Integrate concepts, examples, and theories from more than one discipline to identify problems, construct original ideas, and draw conclusions: research papers, presentations**

**IIIa. Analyze the historical development of diverse cultures and the role they play in shaping core institutions and practices of individuals and societies: research papers, presentations, classroom discussions**

**Describe the meaningful writing assignments to be included.\***

In-class reading response mini-essays. Take-home critical reading journals. Take-home research papers. Take-home essay exams. Instructors provide written feedback on short essays. Instructors provide feedback on in-class writing assessments—including regular quizzes, narrative responses, free-writes, 'minute papers,' reflections, and other formats.

**Discuss how these methods may be used to address the course and program outcomes, as appropriate. Include or attach a matrix to align the evaluation methods to the outcomes.\***

These evaluation methods focus on the development of academic skills in critical reading and critical writing. They are used to evaluate students' ability to a) analyze the historical and cultural context and the reception of a variety of literary and scholarly texts, b) their understanding of the rhetorical protocol and its application, their knowledge and comprehension of major texts and traditions of literature in English translation as well as their social, cultural, and historical contexts, and c) their ability to engage and analyze primary texts from cross-cultural and interdisciplinary perspectives, and to understand and critique scholarly discourses on literature.

**If this is a general education course, discuss how these methods may be used to address the associated GE Learning Outcomes listed below. Include or attach a matrix to align the evaluation methods to the outcomes.\***

Assessment	Critical Reading Journals	Essays	Blog posts	Research Papers	Discussions	Presentations	Work
1a	x	x	x	x			
1b					x	x	x
1c	x		x	x		x	
1d	x			x			
2b	x	x		x			
2d				x	x	x	x
3a				x	x	x	

**X. This OPTIONAL Section is for describing Course/Department/College specific requirements.**

**Department/  
College Required  
ECO Information  
(Optional)**