



**ARIZONA STATE UNIVERSITY**  
**GENERAL STUDIES COURSE PROPOSAL COVER FORM**

**Course information:**

Copy and paste current course information from [Class Search/Course Catalog](#).

Academic Unit	<u>East &amp; Southeast Asian</u>	Department	<u>School of International Letters &amp; Cultures</u>
Subject	<u>CHI</u>	Number	<u>120</u>
Title	<u>Introduction to Chinese Culture</u>		Units: <u>3</u>
Is this a cross-listed course?	<u>No</u>		
If yes, please identify course(s)	<u>SLC 120</u>		
Is this a shared course?	<u>No</u>	If so, list all academic units offering this course _____	
Course description: _____			

**Requested designation:** Literacy and Critical Inquiry-L  
*Note- a separate proposal is required for each designation requested*

**Eligibility:**

Permanent numbered courses must have completed the university's review and approval process.  
 For the rules governing approval of omnibus courses, contact [Phyllis.Lucie@asu.edu](mailto:Phyllis.Lucie@asu.edu) or [Lauren.Leo@asu.edu](mailto:Lauren.Leo@asu.edu).

**Submission deadlines dates are as follow:**

For Fall 2015 Effective Date: **October 9, 2014**

For Spring 2016 Effective Date: **March 19, 2015**

**Area(s) proposed course will serve:**

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

**Checklists for general studies designations:**

Complete and attach the appropriate checklist

- [Literacy and Critical Inquiry core courses \(L\)](#)
- [Mathematics core courses \(MA\)](#)
- [Computer/statistics/quantitative applications core courses \(CS\)](#)
- [Humanities, Arts and Design core courses \(HU\)](#)
- [Social-Behavioral Sciences core courses \(SB\)](#)
- [Natural Sciences core courses \(SQ/SG\)](#)
- [Cultural Diversity in the United States courses \(C\)](#)
- [Global Awareness courses \(G\)](#)
- [Historical Awareness courses \(H\)](#)

**A complete proposal should include:**

- Signed General Studies Program Course Proposal Cover Form
- Criteria Checklist for the area
- Course Catalog description
- Course Syllabus
- Copy of Table of Contents from the textbook and list of required readings/books

**Respectfully request that proposals are submitted electronically with all files compiled into one PDF. If necessary, a hard copy of the proposal will be accepted.**

**Contact information:**

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Mail code	<u>0202</u>	E-mail:	<u>youngoh@asu.edu</u>

**Department Chair/Director approval: (Required)**

Chair/Director name (Typed):	<u>Robert Joe Cutter</u>	Date:	<u>6/11/15</u>
Chair/Director (Signature):			

**Arizona State University Criteria Checklist for**  
**LITERACY AND CRITICAL INQUIRY - [L]**

**Rationale and Objectives**

Literacy is here defined broadly as communicative competence—that is, competence in written and oral discourse. **Critical inquiry** involves the gathering, interpretation, and evaluation of evidence. Any field of university study may require unique critical skills that have little to do with language in the usual sense (words), but the analysis of written and spoken evidence pervades university study and everyday life. Thus, the General Studies requirements assume that all undergraduates should develop the ability to reason critically and communicate using the medium of language.

The requirement in Literacy and Critical Inquiry presumes, first, that training in literacy and critical inquiry must be sustained beyond traditional First Year English in order to create a habitual skill in every student; and, second, that the skill levels become more advanced, as well as more secure, as the student learns challenging subject matter. Thus, two courses beyond First Year English are required in order for students to meet the Literacy and Critical Inquiry requirement.

Most lower-level [L] courses are devoted primarily to the further development of critical skills in reading, writing, listening, speaking, or analysis of discourse. Upper-division [L] courses generally are courses in a particular discipline into which writing and critical thinking have been fully integrated as means of learning the content and, in most cases, demonstrating that it has been learned.

Notes:

1. ENG 101, 107 or ENG 105 must be prerequisites
2. Honors theses, XXX 493 meet [L] requirements
3. The list of criteria that must be satisfied for designation as a Literacy and Critical Inquiry [L] course is presented on the following page. This list will help you determine whether the current version of your course meets all of these requirements. If you decide to apply, please attach a current syllabus, or handouts, or other documentation that will provide sufficient information for the General Studies Council to make an informed decision regarding the status of your proposal.

Revised April 2014

Proposer: Please complete the following section and attach appropriate documentation.

<b>ASU - [L] CRITERIA</b>			
<b>TO QUALIFY FOR [L] DESIGNATION, THE COURSE DESIGN MUST PLACE A MAJOR EMPHASIS ON COMPLETING CRITICAL DISCOURSE--AS EVIDENCED BY THE FOLLOWING CRITERIA:</b>			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><b>CRITERION 1:</b> At least 50 percent of the grade in the course should depend upon writing assignments (see Criterion 3). Group projects are acceptable only if each student gathers, interprets, and evaluates evidence, and prepares a summary report. <i>In-class essay exams may not be used for [L] designation.</i></p>	<p>Please see in the attached syllabus "1. Course Description and Goals" on pp.1-2 for general explanation; "2. Grade" on p.2 for breakdown of the course grade; and attached description on C-1.</p>
<p>1. Please describe the assignments that are considered in the computation of course grades--and indicate the proportion of the final grade that is determined by each assignment.</p>			
<p>2. <b>Also:</b></p> <div style="border: 1px solid black; border-radius: 50%; padding: 10px; text-align: center;"> <p>Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-1".</p> </div> <p style="text-align: center;">C-1</p>			
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><b>CRITERION 2:</b> The writing assignments should involve gathering, interpreting, and evaluating evidence. They should reflect critical inquiry, extending beyond opinion and/or reflection.</p>	<p>Please see in the attached syllabus "1. Course Description and Goals" on pp.1-2 for general explanation on class format; "5. Unit Papers" on pp.3-5 for description of unit papers and sample topics; and attached description on C-2. Please also see Writing Assignment Rubric.</p>
<p>1. Please describe the way(s) in which this criterion is addressed in the course design.</p>			
<p>2. <b>Also:</b></p> <div style="border: 1px solid black; border-radius: 50%; padding: 10px; text-align: center;"> <p>Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-2".</p> </div> <p style="text-align: center;">C-2</p>			
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><b>CRITERION 3:</b> The syllabus should include a minimum of two writing and/or speaking assignments that are substantial in depth, quality, and quantity. Substantial writing assignments entail sustained in-depth engagement with the material. Examples include research papers, reports, articles, essays, or speeches that reflect critical inquiry and evaluation. Assignments such as brief reaction papers, opinion pieces, reflections, discussion posts, and impromptu presentations are not considered substantial writing/speaking assignments.</p>	<p>Please see in the attached syllabus "2. Grade" on p.2 for itemized tasks; "5. Unit Papers" on pp. 3-5 for unit paper tasks; and attached description on C-3.</p>

## ASU - [L] CRITERIA

1. Please provide relatively detailed descriptions of two or more substantial writing or speaking tasks that are included in the course requirements
2. **Also:**

Please **circle, underline, or otherwise mark** the information presented in the most recent course syllabus (or other material you have submitted) that verifies **this description** of the grading process--and label this information **"C-3"**.

C-3

## ASU - [L] CRITERIA

YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><b>CRITERION 4:</b> These substantial writing or speaking assignments should be arranged so that the students will get timely feedback from the instructor on each assignment in time to help them do better on subsequent assignments. <i>Intervention at earlier stages in the writing process is especially welcomed.</i></p>	<p>Please see in the attached syllabus "5. Unit Papers" specifically on p.3; attached Schedule for due dates and intermediate checks of drafts; attached Writing Assignment Rubric for grading/feedback criteria; and attached description on C-4.</p>
<p>1. Please describe the sequence of course assignments--and the nature of the feedback the current (or most recent) course instructor provides to help students do better on subsequent assignments</p>			
<p>2. <b>Also:</b></p> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; text-align: center; margin: 20px auto; width: 80%;"> <p>Please <b>circle, underline, or otherwise mark</b> the information presented in the most recent course syllabus (or other material you have submitted) that verifies <b>this description</b> of the grading process--and label this information "C-4".</p> </div> <p>C-4</p>			

Course Prefix	Number	Title	General Studies Designation
CHI	120	Introduction to Chinese Culture	L

Explain in detail which student activities correspond to the **specific** designation criteria.

Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
Criterion 1.	60% of the course grade is based on writing assignments, which consist of four Unit Papers. A unit paper (800-1000 words) investigate topics related with class discussions. Each essay needs to address a particular critical question corresponding to the aspect of Chinese culture discussed during that segment of class.	There are four components in the final grade: (a) four unit-paper sets (15% each); (b) two exams (15% each); (c) quizzes (5%); and (d) attendance and participation (5%). Four unit-paper sets account for a total of 60% of the entire grade for the course.  Please refer to the syllabus, especially "1. Course Description and Goals" on pp.1-2 for general explanation; "2. Grade" on p.2 for computation of course grade.
Criterion 2:	For each writing assignment, students write a research essay based on the evidence collected from their assigned readings, class discussions, lectures, and additional research of their own. This entails analyzing and evaluating factual evidence and examples, interpreting in the context of their essay.	To write a unit paper, a student must collect factual evidence and interpret them to support the thesis; write on a specific topic, provide sources, and arrange evidence in a coherent way that provides a compelling argument. For example, for Unit 1 (History), students can work on such topics as:  -How do we define "Chineseness"? Were there "foreign" polities that came into play in Chinese history? When, where and how did they affect the Chinese history? -How did Chinese empires change? When was the "empire" formed and how did it evolve? How was an empire different from other kinds of government? -What are some of the major wars in Chinese history? How did they affect Chinese life, culture or geography? -Describe Chang'an, the capital city of Tang. What are the characteristics of it as a model for East Asian capital cities (such as later Chinese imperial capitals and even Kyoto in Japan)? -Describe the traditional family system of China. How is it structured? How does the family legacy and inheritance move?  Please refer to the attached syllabus, especially "1. Course Description and Goals" on pp.1-2 for general explanation on class format and unit distribution; "5. Unit Papers" on pp.3-5 for description of unit papers and sample topics; attached Writing Assignment Rubric for direction for students.

<p>Criterion 3:</p>	<p>In addition to two regular exams, students are given the tasks of writing four unit papers (15% each, 60% total). These papers are beyond repeating assigned readings because they require independent research and critical interaction with class materials and discussions. Each paper is 800-1000 words (6-7 pages) in length.</p>	<p>Students are advised to focus on a particular question, and propose a thesis as a way to answer the question, based on class materials and sources from additional research. The papers are evaluated based on analysis and delivery. Analysis is assessed by the strength of thesis (e.g., depth and relevance of the question, comprehensiveness of supporting materials; proactive attentions to possible counter-arguments; the range of examples cited, etc.) and effectiveness in developing the argument (e.g., proper employment of supporting examples, logical development of thesis, concluding remarks that draw upon a larger perspective, etc.). Delivery is assessed by the quality of prose in expository writing (e.g., flow of language or absence of awkwardness; precision in diction and phraseology; conformity to grammatical and stylistic conventions, etc.).</p> <p>Please refer to the attached syllabus, especially "1. Course Description and Goals" on pp.1-2 for general explanation on class format and unit distribution; "5. Unit Papers" on pp.3-5 for description of unit papers and sample topics; attached Writing Assignment Rubric for direction for students.</p>
<p>Criterion 4:</p>	<p>For each unite paper there are evaluations of the draft as "intermediate check." Feedbacks on the final version of each unit paper are returned to students within a week after the submission. A writing rubric is supplied and explained as guidelines to enhance students' writing abilities.</p>	<p>The final drafts of a unit paper set are due the end of each unit lessons, but students are specifically advised to get frequent feedback from the instructor at any stage of their drafts. They will get their feedback in two class meetings (four days). There is also a mandatory "intermediate check" for each unit paper set, in which all students submit their preliminary drafts of their reaction essays and investigative reports approximately 10 days before the due date. It then gives them about a week to work on their final draft based on the instructor's feedback.</p> <p>Please refer to "5. Unit Papers" on the attached syllabus, especially the first paragraph; attached "Schedule", especially the column under "Due".</p>

## **CHI/SLC 120 Course Catalogue Description**

### **INTRODUCTION TO CHINESE CULTURE**

Course description: Introduces geographical, historical, literary, and intellectual premises of Chinese culture.



## INTRODUCTION TO CHINESE CULTURE

This course aims to help students “enter the gate” of China’s long and complex civilization by providing them with basic knowledge of the common geographical, historical, literary, linguistic and intellectual premises of a continental-size country with significant regional differences. By focusing on the overarching facts and premises, the course will provide insights on what it means to be “Chinese” in both pre-modern and modern times, and, through contrast and comparison, increase students’ understanding of other human cultures in the world. A student will not emerge from the experience as an expert on things Chinese. But his/her curiosity concerning one or more of the topics should be piqued, to the point of wanting to explore different aspects of Chinese civilization further. By focusing on a cultural production that is unbroken for 3000 years, the course will examine the literary output, intellectual premises, and linguistic fabric that make up the oldest continuous culture in the world. The course aims to bring an awareness of China to students, through which they can examine their own and other’s cultural assumptions.

### 1. Course Description and Goals

The course format is a standard “lecture and discussion.” Students will cover assigned readings on various aspects of Chinese culture, which will form the textual basis through which they participate in class discussion and lecture. Since it is designed to introduce a complex web of information to contribute to their understanding of China, “read and reflect” will be a major form of class activity. “Reflection” will be carried out in two forms in this course: in-class lecture and discussion; and outside-class research and writing.

The course comprises five units, each of which covers one of the following aspects of Chinese culture:

- (1) History
- (2) Thought
- (3) Language
- (4) Literature
- (5) Modernism and Colonialism

The first four units focus primarily on the premodern as an enduring experience that culminates in China’s entry into global culture in the 20th century, the conclusion of the course. For each unit of the course, students will be given a schedule that specifies the topics and reading assignments for each meeting. Students will be expected to have read the required readings before coming to class. After each unit (except for the last unit, “Modernism and Colonialism”), a “Unit Paper” will be assigned. (See **5. Unit Papers.**) Regular attendance is mandatory for a passing grade. (See **4. Ground Rules and Policies.**) All lectures, assignments, quizzes, and examinations will be in English, and no previous knowledge of China is assumed.

Upon completing the course successfully, a student is expected to:

C-1  
C-2

C-1  
C-2

- Have a basic understanding of Chinese culture and be able to undertake further study with a solid foundation;
- Possess tangible knowledge of Chinese civilization's key concepts and issues;
- Be able to distinguish the cultural and institutional features of China in the formation of other cultures in East Asia;
- Comprehend the art of critical inquiry, reasoned argument, and thoughtful analysis that are the hallmark of a humanistic education;
- Express their conclusions and opinions in clear and articulate English academic prose;
- Know how to exchange ideas in an environment of respect and open-mindedness.

## 2. Grade

C-1  
C-3

Required papers, quizzes, and mid-term and final exams add up to a final percentage score of 100%; up to 5% of the final score may be deducted for the lack of attendance and participation. Final scores will be calculated as follows:

- Exams -- 30% (a mid-semester 15% and a final 15%. See **7. Exams.**)
- Unit Papers -- 60% (See **5. Unit Papers.**)
- Quizzes --5% (See **6. Quizzes**)
- Attendance and participation -- 5%

Based on the percentage scores, the final letter grades are awarded in the following scale:

97 to 100 . . . . .	A+
93 to 96 . . . . .	A
90 to 92 . . . . .	A-
87 to 89 . . . . .	B+
83 to 86 . . . . .	B
80 to 82 . . . . .	B-
75 to 79 . . . . .	C+
70 to 74 . . . . .	C
60 to 70 . . . . .	D
Below 60 . . . . .	E

## 3. Required texts

- Patricia Buckley Ebrey, *China: a Cultural, Social, and Political History*, (New York: Houghton Mifflin Company, 2006).
- William Theodore De Bary and Irene Bloom, *Sources of Chinese Tradition*, Vol. 1, (New York: Columbia University Press, 1999).
- CHI 120 Course Reader (assembled reading materials).

## 4. Ground Rules and Policies

(1) Attendance: Attendance is crucial for successfully completing this class. Your total score is dependent on attendance, and for each five unexcused absences, your grade may be lowered by

one letter grade. Students with more than ten unexcused absences will be given a failing grade.

(2) You must read the assigned materials before class. The class lectures and discussions will not repeat, but will reflect the themes of the reading. examinations will cover both lectures and reading (See **Schedule** for reading assignments and topics for each class.)

(3) No make-up quizzes or examinations are are given. Late submissions of papers are accepted with penalty (10% per day of the full score, e.g., 10 points will be taken off per day for a 100-point assignment). Occasional “rewriting” opportunities to improve the grade may be given for unit papers when they contain good ideas but need more work to be completed.

(4) Academic Integrity: Scholastic dishonesty on any class work will result in a failing grade (E) for this class. Scholastic dishonesty includes any kind of cheating. Since the major portion of requirements is done in written essays, it is important to know how to gather information, to quote evidence, to critically review other people’s opinions and primary materials to form a coherent and original project. This art of academic writing will be discussed in class. For the university policy, which this class follows, see:

<http://www.asu.edu/aad/manuals/acd/studentacint.html>.

(5) Cell phones should be turned off, or set to “silent” mode, before class. Use of computers in class should be limited to note taking (i.e. no web-browsing, messaging or e-mail checking). Violation of this policy will adversely affect your grade.

(6) Disability Accommodations: Qualified students with disabilities who will require disability accommodations in this class are encouraged to make their requests to me at the beginning of the semester either during office hours or by appointment.

Note: Prior to receiving disability accommodations, verification of eligibility from the Disability Resource Center (DRC) is required. Disability information is confidential.

Establishing Eligibility for Disability Accommodations: Students who feel they will need disability accommodations in this class but have not registered with the Disability Resource Center (DRC) should contact DRC immediately. Their office is located on the first floor of the Matthews Center Building. DRC staff can also be reached at: 480-965-1234 (V), 480-965-9000 (TTY). For additional information, visit: [www.asu.edu/studentaffairs/ed/drc](http://www.asu.edu/studentaffairs/ed/drc). Their hours are 8:00 AM to 5:00 PM, Monday through Friday.

(7) Problems: If anything is interfering with your work in the course, talk to me immediately. Problems can be addressed, but the end of the semester is too late to do so.

(8) Always be respectful to others in class. This is a very important requirement in taking this class, where we discuss cultural differences and learn about other cultures. It is important to create an atmosphere of respect so that ideas can be shared in a way that encourages enjoyment of ideas and challenges.

## 5. Unit Papers

There are four required short essays for this class (please see **Schedule** for due dates). Students will print out their essays and turn them in at the beginning of the lecture on Tuesdays. Essays must be typed in Times New Roman, size 12, double-spaced with one-inch margins, covering 6–

C-2  
C-3

7 pages (800-1000 words). Your essay should focus on a particular question, and your thesis proposes ways to answer the question. Grading is composed of two categories: analysis and delivery. (See **Writing Assignment Rubric** for further details.)

**Analysis (70%): a)** Strength of your thesis (e.g., depth and relevance of your question, comprehensiveness of supporting materials; proactive attentions to possible counter-arguments; the range of examples cited, etc.) **b)** Effectiveness in developing your argument (e.g., proper employment of supporting examples, logical development of thesis, concluding remarks that show how you step back to examine your writing from a larger perspective, etc.).

**Delivery (30%): c)** Quality of prose (e.g., flow of language or absence of awkwardness; precision in diction and phraseology; conformity to grammatical and stylistic conventions, etc.).

C-2  
C-3

You need not, and are strongly advised not to, wait until the end of the unit to work on or write the papers. Start as early as possible, get frequent feedback from the instructor even if your ideas or writing are incomplete, and turn in the final drafts whenever they are ready before the due date. Notice also that there is a mandatory “intermediate check” for each Unit Paper set, in which all students submit their preliminary drafts of Unit Papers approximately a week before the due date. (See **Schedule**.) You will get feedback and suggestions from the instructor, so that you can incorporate them in your final draft.

C-4

These research essays investigate topics related with class discussions. Each essay needs to address a particular critical question corresponding to the aspect of Chinese culture discussed during that segment of class. You need to develop your thesis with the help of both class materials and sources from your own research. This means that you need to read more books and articles on your own to incorporate your findings in your argument. Some suggestions for each unit paper are below. (Of course, these are only suggestions, and students are welcomed and encouraged to come up with their own ideas):

#### Unit 1 (History):

-How do we define “Chineseness”? Were there “foreign” polities that came into play in Chinese history? When, where and how did they affect the Chinese history?

-How did Chinese empires change? When was the “empire” formed and how did it evolve? How was an empire different from other kinds of government?

-What are some of the major wars in Chinese history? How did they affect Chinese life, culture or geography?

-Describe Chang’an, the capital city of Tang. What are the characteristics of it as a model for East Asian capital cities (such as later Chinese imperial capitals and even Kyoto in Japan)?

-Describe the traditional family system of China. How is it structured? How does the family legacy and inheritance move?

#### Unit 2 (Thoughts):

-What were the issues/questions that Chinese philosophers most frequently visited and discussed?

-What is the significance of “Filial piety”? What would Daoists, Mohists, Legalists and Buddhists have to say about filial piety? How is it related to social and political contexts?

-What does *ming* “names” mean to Chinese thinkers? What would a Daoist, Mohist,

Legalist and Buddhist think?

-Brief history of Buddhism in China. How and when did it arrive in China? How was it accepted in China? Who were the important figures in early Chinese Buddhism? (You can also limit the time frame, e.g., “Buddhism in Tang China.”)

-Why did the First Emperor of Qin burn books and how did it affect the subsequent development of Chinese thoughts?

-What is “religious Daoism”? What did they pursue and what kind of methods did it employ to achieve its goals?

Unit 3 (Language):

-How are Chinese dialects grouped? Where are they spoken geographically? How different are they?

-What was the “Vernacular Movement”? Why did the activists/writers in the early 20<sup>th</sup> century promote it?

-Report on a dialect. Find a dialect (e.g., ‘Southern Min,’ ‘Dialect of Taishan’) and do research on various aspects on the dialect. How many speakers speak it? To which dialect group does it belong? What are significant characteristics of the dialect?

-Linguistic life of Mr. Cheung in Hong Kong in 2013. What kind of linguistic reality would an ordinary person face, living in a city like Hong Kong? Does he have to deal with more than one language?

-Are “Chinese characters” a closed set? Are there any new Chinese characters that were created recently? Why were they created and with what kind of principles were they created?

Unit 4 (Literature):

-How are some of the core Confucian values, such as loyalty, filial piety, and chastity, depicted and handled in Chinese literature?

-How is death, or the supernatural (otherworldly) understood and described in Chinese literature?

-How is the notion of “foreign” introduced and received in the literary works that we read in class?

-Li Bai and Du Fu are two of the best known poets in Chinese history, often contrasted in terms of their styles and the proclivities of their poems. How are they similar or different?

-Comparison of a well-known Western tragedy and a Chinese tragedy. What constitutes a tragedy in the West and in Chinese culture? How are tragic situations handled?

-*Monkey*, a popular fiction also known as *Journey to the West*, has been used in and adapted to a number of forms and genres in Chinese culture in both premodern and modern times. Survey and discuss this process.

## 6. Quizzes

You will be given occasional quizzes and assignments. These are to check on and encourage your progress. Quizzes will take up no more than 5 minutes of class time and will be given at the beginning of the class. They may either be announced ahead of time or given as “pop quizzes”.

## 7. Exams

Two in-class exams are given in this class, a mid-term and a final (15%, respectively). An in-class exam evaluates the students' understanding and knowledge on the reading and discussion.

C-2  
C-3

The questions mostly ask for short answers (definition, terminology, identification, map, etc.), multiple choice questions, and short-paragraph essays. They are based directly on the reading, factual information, or general understanding of the class materials.

### **8. Critical Review Paper**

For those who apply for honors contract (formerly known as “Footnote 18”), an additional “Critical Review” paper is assigned. A Critical Review paper is to reflect on a particular book or a film of the student’s choice (a list will be given), and is due the last day of class. Those who do not apply for honors credit are also welcomed to choose to write a Critical Review paper. It could increase up to 20% of your exam scores, depending on the quality of the content.

### **9. Contacts**

#### **Instructor**

Young Kyun Oh

LL 449B

480-727-7447

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Office hours: MW, 10:30-12:00 a.m.

#### **Teaching Assistant**

Jennifer Bussio

Jennifer.Bussio@asu.edu



## **CHI 120 “Introduction to Chinese Culture” -- Schedule**

The following reading assignments will be discussed in class on the day they are assigned in principle. In some cases, however, the discussion may continue on to the next class.

<b>Week</b>	<b>Unit</b>	<b>Title, topics and assignments</b>	<b>Due</b>
1	M Intro	Class overview -Course requirements -General policy -Why do we study China?	
1	W Intro	Geography and people -General facts and demography about China -Population and distribution of population -Cultural centers and geographical environment	
1	F Intro	How to read Romanization <sup>1</sup> -How to pronounce Romanized Chinese names and terms -Rules of Pinyin Romanization -Major Romanization systems of Chinese outside Pinyin	
2	M History	Model for the history of men: Xia-Shang-Zhou -The lessons set by the earliest history -Political implication to the history -Ideals for civilization  Reading - Ebrey, Ch. 1	
2	W History	Feudal states: Spring & Autumn, Warring States -Structure of Chinese feudalism -The notion of Heaven’s Mandate -Flaws in the system and looming desire for an empire  Reading - Ebrey, Ch. 2	
2	F History	First Empire: Qin-Han -The first emperor and the reform for one China -Beginning of bureaucracy -Confucianism and Legalism -Formation of “Han” cultural sphere  Reading - Ebrey, Ch. 3	

<sup>1</sup> There are several web sites where you can practice pinyin pronunciation. Please visit them and become familiar with pinyin system. <http://www.cs.cmu.edu/~zhuxj/readpinyin.html>  
<http://www.learn-chinese-language-online.com/speaking-chinese.html>  
<http://mandarin.about.com/od/pronunciation/1/blsounds.htm>

Week	Unit	Title, topics and assignments	Due
3	M	No class (Labor day)	
3	W	History <u>Expanding cultural sphere: Three Kingdoms-Tang</u> -Split of the empire and polarizing cultural sphere -Arrival of Buddhism -Formation of a cosmopolitan empire, Tang  Reading - Ebrey, Ch. 4-5	Unit Papers 1 (history) intermediate check
3	F	History <u>Literati rule and Northern influence: Song-Yuan</u> -Growing of Confucian literati officialdom: Song -The rise of the gentry culture -The empire in full scale: Yuan  Reading - Ebrey, Ch. 6-7	
4	M	History <u>Late Imperial period: Ming-Qing</u> -New people, literati and merchants -Cities, trades and popular culture -Nearing the modern  Reading - Ebrey, Ch. 8-9	
4	W	History Review  Viewing - <a href="http://www.fmgondemand.com">http://www.fmgondemand.com</a> (#8695: Ancient China) <sup>2</sup>	
4	F	Thoughts <u>Masters and teachings: philosophy and knowledge</u> -Confucius and Mozi -Overview of “All Masters and a Hundred Schools” -Philosophical issues  No reading	Unit Papers 1 (history) due
5	M	Thoughts <u>Confucius: <i>Analects</i></u> -Benevolence and family -Rectification of names -What's a ruler to do  Reading - De Bary & Bloom, Ch. 3; Ch. 4 (Sec. 16, 39)	
5	W	Thoughts <u>Early Daoists: Laozi, Zhuangzi (I)</u> -Namelessness and nothingness -Doing everything by doing nothing -Valley, femininity and the political side of Daoism  Reading - De Bary & Bloom, Ch. 5	

C-4

<sup>2</sup> Visit ASU Library web site (<http://lib.asu.edu/>), and search ‘FMG on demand’.



Week	Unit	Title, topics and assignments	Due
5	F Thoughts	<p>Early Daoists: Laozi, Zhuangzi (II)</p> <ul style="list-style-type: none"> <li>-Butterfly Dream and 'self'</li> <li>-Canceling out right and wrong</li> <li>-Useless tree and caring life</li> </ul> <p>Reading - De Bary &amp; Bloom, Ch. 5</p>	
6	M Thoughts	<p>Confucian masters: Mencius, Xunzi</p> <ul style="list-style-type: none"> <li>-Is human nature good or bad?</li> <li>-What is mind?</li> <li>-Proper names and proprieties</li> </ul> <p>Reading - De Bary &amp; Bloom, Ch. 6 (114-183)</p>	Choose a topic for Critical Review (optional).
6	W Thoughts	Review	
6	F Thoughts	<p>Making the empire: Legalists and militarists</p> <ul style="list-style-type: none"> <li>-Proprieties and laws</li> <li>-Bureaucracy, or one ruler for everybody</li> <li>-To achieve an end</li> </ul> <p>Reading - De Bary &amp; Bloom, Ch. 7</p>	Unit Papers 2 (thoughts) intermediate check
7	M Thoughts	<p>Coming of the Buddhism</p> <ul style="list-style-type: none"> <li>-Four Noble Truth</li> <li>-Reality and Truth (Dharma)</li> <li>-Karma and Nirvana: the extinction</li> </ul> <p>Reading - De Bary &amp; Bloom, Ch. 15</p>	
7	W Thoughts	<p>Confucian Reform: Zhu Xi, Wang Yangming (I)</p> <ul style="list-style-type: none"> <li>-Again with human nature</li> <li>-What Confucians learned from Daoists and Buddhists</li> <li>-Metaphysics of the mind</li> </ul> <p>Reading - De Bary &amp; Bloom, Ch. 20 697-714; Ch. 24 841-855</p>	
7	F Thoughts	<p>Confucian Reform: Zhu Xi, Wang Yangming (II)</p> <ul style="list-style-type: none"> <li>-Moral universe, <i>li</i> and <i>qi</i></li> <li>-Meaning of life</li> <li>-To become a sage</li> </ul> <p>Reading - De Bary &amp; Bloom, Ch. 20 697-714; Ch. 24 841-855</p>	
8	M Thoughts	Review	Unit Papers 2 (thoughts) due

Week	Unit	Title, topics and assignments	Due
8	W Language	<u>Linguistic profile: What is Chinese?</u> -Structural characteristics of Chinese -Word order and Topic-comment -What is a “tonal language”?  Reading - Sun Caofen “Introduction”	
8	F	<b>Mid-term Exam</b>	Prepared Essay due at the exam
9	M Language	<u>Writing system: How a Chinese character works</u> -Six Principles of Writing -How Chinese characters developed -How to decipher Chinese characters  Reading – Raymond Chang “Written Chinese”	
9	W Language	<u>Demystifying Chinese</u> -Are Chinese characters ideographs? -Is Chinese a monosyllabic language? -Is Chinese an analytic language?  Reading - De Francis “Myths”	
9	F Language	<u>Chinese dialects</u> -Seven major Chinese dialect groups -Distribution of dialects and linguistic features -Languages or dialects?  Handout	Unit Papers 3 (language) intermediate check
10	M Language	<u>One-Hour Chinese: Useful Chinese phrases</u>  (We will learn some “survival” Chinese phrases.)	
10	W Language	Review	
10	F Literature	<u>Interpreting the past: Zuo zhuan, Sima Qian</u> -What history meant to men -History and story -“What Heaven has ordained, no man can change it.”  Reading - Zuo zhuan, Sima Qian	
11	M Literature	<u>Poetic models: Li Bai and Du Fu</u> -How poetry works in Chinese culture -Rules of poetry -Two Tang poets  Reading - Li Bai & Du Fu	Unit Papers 3 (language) due

C-4

Week	Unit	Title, topics and assignments	Due
11	W Literature	<u>Loyalty and Tragedy: Qu Yuan, Yue Fei</u> -Heroes and tragedy -Meaning of loyalty -This world and the other world  Reading - Qu Yuan, Yue Fei, Man Jiang Hong	
11	F Literature	<u>Filial piety: Various stories of <i>xiao</i> (filial piety)</u> -What it means to be a good son/daughter -Exemplary behaviors and moral training -Filial piety in other cultures  Reading - *Find a story on your own*	
12	M Literature	Review	Critical Review Progress report
12	W	No class (Veterans Day)	
12	F Literature	<u>Fiction: Monkey, Water Margin</u> -Fiction as a genre and its development -Virtues and violence in the world of imagination -Popular culture  Reading - Monkey, Water Margin	
13	M Literature	<u>Drama: Judge Bao</u> -The popular concept of justice -Drama as a genre and its adaptations -Visual elements  Reading - Justice Plays (Judge Bao)	Unit Papers 4 (literature) intermediate check
13	W Literature	<u>Short Stories:</u> -Curiosity of the unknown -Collecting of strange stories and print culture -Morals of stories  Reading - Strange Tales from a Chinese Studio	
13	F Literature	<u>Martial Arts fiction:</u> -Daoism and literature -Literarizing the body -Alternative world  Reading - "The Book and the Sword" by Jin Yong (Louis Cha)	
14	M Literature	Review	

C-4

Week	Unit	Title, topics and assignments	Due
14	W Mod. & Col.	<u>Modern China--Decline of Qing and Modern World:</u> -Demise of the empire and internal problems -Three forces: Manchu, Han and the foreign -Imperialism and nationalism  Reading - Ebrey, Ch. 10	
14	F	No class (Thanksgiving)	
15	M Mod. & Col.	<u>The Republic Era:</u> -Sun Yat-sen and Kuomintang -May-Fourth and Vernacular movement -Nationalists, Communists and Civil War  Reading - Ebrey, Ch. 11	Unit Papers 4 (literature) due
15	W Mod. & Col.	<u>Mao and China -- Chinese revolution:</u> -Mao and new China -Cold War and economy -Deng Xiaoping's choice  Reading - Ebrey, Ch. 12	
15	F Mod. & Col.	<u>Mao and Post-Mao:</u> Guest lecture  Reading - *Will be assigned later by the guest lecturer*	
16	M	Last day	Critical Review paper due

C-4

CHI 120: Intro to Chinese Culture

Name: \_\_\_\_\_

Writing Assignment (Unit \_\_; Reaction Essay \_\_/Investigative Report \_\_)

C-2, C-3

**Writing Assignment Rubric**

<i>Criterion</i>	<i>Level: Limited (1-3)</i>	<i>Level: Moderate (4-6)</i>	<i>Level: Adequate (7-10)</i>	<i>Level: Exceptional (11-13)</i>
<b>Description</b>  Score: ____/13	-Facts/details/examples are limited or not included -Facts/details/examples, if any, are not employed in irrelevantly contexts -Lacks awareness or comprehension of context of topics being discussed	-Some facts/details/examples are included -Facts/details/examples fit context but rather loosely or less than clearly connected -Demonstrates general understanding of topic being discussed	-Necessary facts/details/examples are included -Facts/details/examples are clearly connected to context/thesis -Demonstrates clear understanding of topics being discussed	-Wealth of adequate details/facts/examples -Facts/details/examples are used adequately AND succinctly -Makes connections beyond immediate contextual details to other contexts
<b>Analysis</b>  Score: ____/13	-Critical points are not identified -Little or no attempt to identify causal relations or explanations -Limited, if any, consistency in criteria of analysis -Little or no evidence of critical thinking	-Some critical points are identified and addressed -Explanation was presented but in lack of sound logic or in vague speculation -Consistency in criteria of analysis but limited or often unclear -Evident but limited attempts to connect to topics discussed in class	-Necessary points of importance are addressed -Explanations/analysis is logically grounded -Criteria of analysis clearly presented and consistently applied -Clear evidence of critical thinking	-Extensive evidence of careful critical thinking -Analysis based on sound logic and fit in larger context -Connects critical thinking to discussions made in additional scholarly texts on the topic
<b>Reflection</b>  Score: ____/13	-Little, if any, attempt to make coherent discourse -Little, if any, connection to larger issues of the unit -Little or no evidence of attempting to present original perspectives/ideas	-Some attempt to make coherent discourse -Indicate awareness of and effort to connect to larger issues of the unit -Some attempt to form original ideas/perspectives but not successfully presenting supportive evidence/grounds	-Presents coherent discourse with clear structure -Clear, specific references to larger issues of the unit -Presents original perspectives drawing support from facts/analyses and secondary materials	-Discourse presented precisely in "tight" structure -Displays additional connection to issues beyond the unit discussions -Presents innovative perspectives drawing support from facts/analyses and secondary materials in proper format
	<b>(1-2)</b>	<b>(3-5)</b>	<b>(6-8)</b>	<b>(9-11)</b>
<b>Written Expression</b>  Score: ____/11	-Multiple mechanical and syntax errors – many are major -Very limited use of professional vocabulary -Word choice errors, generalizations -Tone is not professional	-Some mechanical and syntax errors-few are major -Some use of professional vocabulary -May contain some slang, clichés, or overgeneralizations -Intermittent professional tone	-Few mechanical or syntax errors-none major -Clear evidence of internalized professional vocabulary -Tone and style are appropriate and professional	-Few, if any, mechanical or syntax errors -Well-developed professional vocabulary and professional tone/style make for a well-argued "voice"

TOTAL \_\_\_\_\_/50

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*China*

SECOND EDITION

PATRICIA BUCKLEY EBREY



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# *Sources of Chinese Tradition*

SECOND EDITION

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FROM EARLIEST TIMES TO 1600

*Compiled by Wm. Theodore de Bary and Irene Bloom*

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