CHAMPLAIN REGIONAL COLLEGE
Lennoxville Campus

COURSE OUTLINE

Course Identification

DEPARTMENT: Humanities
COURSE: Chinese Worldview and Culture
COURSE CODE: 345-102-MQ — World Views
PONDERATION: 3.0-3 (2 credits, 45 hrs)
SEMESTER: Winter 2018
INSTRUCTOR: Peter Cohen
OFFICE: C213
EMAIL: pcohen@crcmail.net
TEL: 819-564-3666 ext. 141

Category Description

In the 102 “World Views” courses, students will examine critically the elements which make up particular world views of individuals or of societies or groups bound by ties such as geography, ethnicity, economy, ideology, history, religion or culture. By developing the skills of description, organisation, analysis and comparison, they will improve their ability to reflect upon the ideas, values and/or experiences of the group(s) of individuals being studied in their particular course.

Course Context

The general education 101 and 102 humanities courses must be taken before the program specific ethical issues (Block B) courses. With the permission of the Humanities Department, exceptions may be made.

Course Description

The course has two components: The first being that Westerners, defined here as North Americans and Europeans, see China through a unique perspective, and that cultural programming colors to a large extent how we see China and things Chinese. Questions to be addressed include: what are the most persistent images of China in the West? How have these images developed and changed over time? We will consider written records left by western visitors to China, including Marco Polo and the Jesuit missionary Matteo Ricci, and examine films/videos that feature images of China and Chinese people.

The second component looks to answer questions such as: How do Chinese people reason their way through the world? In what ways are these patterns different from Western patterns? In what ways are they similar? We will draw on research from psychology, philosophy and linguistics in the search for understanding.

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Ministerial Objectives & Standards for Courses in Category 102

4HU1  To apply a critical thought process to world views. (Completely achieved)

<table>
<thead>
<tr>
<th>Elements of the Competency</th>
<th>Performance Criteria</th>
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<tbody>
<tr>
<td>To describe world views.</td>
<td>Accurate description of a society or group with a distinctive world view.</td>
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<tr>
<td>To explain the major ideas, values, and implications of a world view.</td>
<td>Appropriate use of terminology relevant to these societies or groups.</td>
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<tr>
<td>To organize the ideas, values and experiences of a world view into coherent patterns.</td>
<td>Adequate explanation of the salient components of a world view.</td>
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<tr>
<td>To compare world views.</td>
<td>Coherent organization of ideas about a world view.</td>
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<tr>
<td>To convey the ideas, attitudes, and experiences of the societies or groups studied.</td>
<td>Appropriate expression, including a significant individual written component, of an analysis of the context, importance, and implications of world views.</td>
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<td>Comparative analysis of these world views.</td>
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<td>Appropriate inclusion of central elements, relationships, and organizational principles of the societies or groups in the analysis.</td>
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<td></td>
<td>Coherent integration of the importance and implications of the world views for the given societies or groups.</td>
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<td></td>
<td>Appropriate use of revision strategies.</td>
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<td></td>
<td>Appropriate correction of form and content.</td>
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Collegial Objectives for Courses in Category 102

In order to ensure that students fully achieve the specific competencies attached to the 102 category, the department has defined three main collegial objectives for the course. More specifically, these objectives are sets of skills that students are expected to develop in any 102 course:

Objective #1: To analyze texts and other media critically, including the ability to compare and contrast, and to evaluate, different arguments and viewpoints.

Objective #2: To write a formal academic essay that demonstrates the ability to articulate, organize, develop and support an argument in formal English with grammatical precision.

Objective #3: To understand and be able to organize and carry out the forms of research suitable to a formal academic essay.

Specific Course Objectives and Content

The following represents the major course objectives to be accomplished by the end of the semester. After the completion of fifteen weeks of instruction, students will be able to:

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• discuss with understanding and the use of supporting evidence key features of the social, and religious behaviour associated with both traditional and contemporary Chinese culture and civilization;
• discuss with insight the impact of geography on the process of Chinese cultural development in historical perspective;
• discuss Western cultural influences in China since 1800;
• discern both continuities and discontinuities which exist between the traditional past and China today; and
• discuss with insight the impact of modernization on Chinese life since 1800.

Contextual Information

Central to all Humanities courses at Champlain is practice in and development of the skills of reflection, critical thinking and communication. Through interdisciplinary study of questions and issues important to human beings, students will develop insights into the inter-relationships in all their learning experiences. Students will learn to reflect on, understand and become more involved in various dimensions of human experience, and thereby to examine and better understand their own assumptions and values.

The 101 Humanities course must be taken before the two other Humanities courses. Students must also have attempted the 102 course before the program-specific ethical issues (Block B) course. With the permission of the Humanities Department, exceptions may be made. The exact sequencing of the Block B Humanities course within each program offerings is determined by the programs.

Course Content

| Week One:            | What is Culture? The geography of China |
| Week Two:            | The History of China                     |
| Week Three:          | The History of China                     |
| Week Four:           | Philosophy and religion in China         |
| Week Five:           | Philosophy and religion in China         |
| Week Six:            | Festivals and Folklore in China          |
| Week Seven:          | Chinese Literature                       |
| Week Eight:          | Popular culture in China                 |
| Week Nine:           | Food Culture in China                    |
| Week Ten:            | Western Views of China                   |
| Week Eleven:         | Western Views of China                   |
| Week Twelve:         | Western Views of China                   |
| Week Thirteen:       | Chinese Worldview                        |
| Week Fourteen:       | Chinese Worldview                        |
| Week Fifteen:        | Chinese Worldview                        |
Instructional Methods and Learning Activities

This course will employ a variety of possible activities in order to convey the material to the student such as:

1. Active reading: finding and identifying main ideas

2. Note-taking: taking notes from lectures and readings in an effective manner

3. Writing: summarising written information; organising information to present and support a basic thesis in clear and correct English

4. Research and documentation: using the library (including electronic resources) and internet resources effectively

5. Critical thinking, analysis and synthesis: comparing and contrasting terms and definitions; distinguishing between terms and concepts; distinguishing between primary and secondary sources

Evaluation of Learning

Evaluation methods in Humanities are developed in conformity with the Institutional Policy on the Evaluation of Student Achievement (IPESA).

Formative evaluation methods include:
1. Homework assignments
2. Preparation for class
3. Research assignments
4. Quizzes
5. Contribution to discussions

Summative evaluation methods will include:

<table>
<thead>
<tr>
<th>Evaluation Activities</th>
<th>%</th>
<th>Timeline</th>
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<tbody>
<tr>
<td>Quizzes (2)</td>
<td>20</td>
<td>Weeks 3 &amp; 5</td>
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<tr>
<td>Research Project</td>
<td>40</td>
<td>Weeks 2-12</td>
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<tr>
<td>Library Assignment</td>
<td>10</td>
<td>Week 6</td>
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<td>Essay Outline</td>
<td>10</td>
<td>Week 10</td>
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<td>Final Essay</td>
<td>20</td>
<td>Week 12</td>
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<tr>
<td>Midterm Examination</td>
<td>20</td>
<td>Week 7</td>
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<tr>
<td>Final examination</td>
<td>20</td>
<td>Final Class Session</td>
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Quizzes – Quizzes will consist of multiple choice and short answer questions related to the completion and comprehension of the assigned readings and/or in-class discussion. The quizzes will test student knowledge of key vocabulary and theoretical concepts, and include textual analysis and summarizing. (Objective 1 and 2)

Research project – Every student must choose an essay topic, in consultation with the instructor, and write a research paper of a minimum of 1000 words (up to a maximum of 1200 words). Topics and format will be discussed in class. The research project will be worth 40% of the final mark and will be completed in three parts. As part of the assignment students must: 1) incorporate primary sources and 2) read and assess resources found for credibility. It is expected that students will make visits to the library beyond the required class visit. (Objective 1, 2 and 3)

Part 1 (10%) – Week 6 (Library assignment)
Students will need to pick an essay topic and do background research. Following a visit to the library, they are required to hand in the structured assignment which will serve as the basis for their essay.

Part 2 (10%) – Week 10 (Essay outline)
Students are required to outline their preliminary thesis and arguments to be employed in their essay. Students will complete a structured assignment which develops a thesis and appropriate support. All research will be fully cited in APA format. Students will use at least 6 sources (scholarly books or journal articles – NO WIKIPEDIA or blogs). Further clarification will be offered in class.

Part 3 (20%) – Week 12 (Final essay). Further clarification will be offered in class.

Mid-term evaluation “Each student will have access to a mid-term evaluation based on the results of summative evaluations which, in total, account for a minimum of 15% of the final course grade”; (IPESA 2.8). These marks will come from assignments, log sheets and/or a mid-term exam to the discretion of the instructor. In Humanities however, the mid-term evaluation is based on the results of summative evaluations which, in total, account for a minimum of 20-50% of the final course grade.

Final evaluation “...each course must have some form of final evaluation of sufficient weighting to attest the student’s achievement of the competencies and the competency elements attached to the course. This evaluation should account for a minimum of 40 percent of the final grade and may include a combination of multiple evaluations. The format of the final evaluation will be specified in the course outline. (IPESA 2.9)

Course, Department and College Policies

Attendance (IPESA 5.2)

Students are expected to attend all class sessions (including labs, field trips, etc.) and scheduled examinations. They are responsible for all material missed due to absences, even when the reasons are

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acceptable. They are also responsible for completing all assignments, tests and examinations. For more information related to excused absences, please refer to IPESA 2.7, and 5.2.1.

Students who fail to submit an assignment on time as a result of an unexcused absence will be subject to the penalties outlined below, under “Late submission of assignments.” Students who fail to write an in-class evaluation as a result of an unexcused absence will receive a grade of zero for that particular evaluation.

Students are expected to consult with a classmate about material missed due to absence before requesting a recap from the instructor.

Department Policies

The following policies are in accordance with the College's Institutional Policy on Evaluation of Student Achievement:

- English Proficiency: In Humanities courses, literacy and English language proficiency account for no less than 10% and no more than 20% of the mark on any given paper, report or assignment. (IPESA 2.4)

- Spelling, Grammar and Style: In any written assignment 10% of the final mark is based on spelling, grammar and style. Therefore, students are encouraged to proofread their assignments prior to submission and to avail themselves of auto-correct features located in Word.

- APA & MLA Referencing Guidelines: In any written assignment 5% of the final mark is based on appropriate referencing and bibliography style. Thus, ensure to follow Champlain Regional College’s APA (or MLA) academic guidelines for referencing and bibliography. Students will be penalized should they fail to do so.

- Absences: Attendance will be taken. Students who are consistently late or who consistently leave class early will be marked absent. Unexcused absences totaling more than 4.5 hours of class (10% of the total course time, 2 classes) or 20% of total course time (9 hours or 3 Classes) with a combination of excused or unexcused absences will result in the student being barred from writing the final examination.

- Corrected Assignments: Students are responsible for keeping a backup copy of all submitted assignments, either in electronic or print form. Students must also keep all assignments that have been corrected and returned by the course instructor. A copy of your corrected assignment will be placed on Lea, the Omnivox Classroom.

- Student Behaviour: Students are to refrain from disrupting the class by partaking in any unsocial behaviour. This constitutes having private conversations in class with a friend; using your mobile phone (i.e. Texting or taking a phone call); using academic tools (i.e. laptop or tablet) for any other purpose than to take notes; or speaking to anyone person in class, including the class instructor in a disrespectful and rude manner.

- Electronic Devices: Use of computers or tablets in class is restricted and is subject to approval of the teacher. Students are advised to shut their mobile (cell) phones, MP3 players and other electronic devices off prior to entering any class. Failure to do so will result in the student being asked to leave.
After three (3) offences the student will be permanently asked to leave until which time a meeting can take place between the offending student and the Academic Dean, Catherine Filteau.

- Time Management & Organizational Skills: Students are expected to arrive to class on time; remain in class during class time; and leave class at the appointed time. Class participation is important and students are encouraged to interact as much as possible.

Other Course Policies

- Expectations of Students: Students are responsible to attend all class sessions (including labs, field trips, etc.) and scheduled evaluation. They are responsible for all material missed due to absences, even when the reasons are acceptable. They are also responsible for completing all assignments, tests and examinations. For more information related to excused absences, please refer to IPESA 5.2.1 Students who are late with assignments, may receive a failed or reduced grade for the course.

Submission of assignments

Assignments may not be submitted by email. Only hard copies will be accepted. Work must be typed and double spaced, using one-inch (2.54cm) margins, and 12-point font. Include total word count on last page of text, before reference page. Citations must conform to American Psychological Association (APA) style guidelines. Keep all marked assignments in case a grade needs to be verified later in the term.

Late submission of assignments

Late Assignments will NOT be accepted without a valid medical note! If for whatever reason students are unable to submit their assignment on time they should contact their professor within twenty-four hours in advance to ask for an extension. Extensions may be granted under extenuating circumstances only and are not a given. A Late Penalty of 10% per day may be applied. Rough drafts, re-writes, and use of writing services

Students may submit rough drafts of written assignments to the instructor for feedback no later than one week before the assignment is due in class. Re-writes of assignments will not be accepted. Students are encouraged to consult the College’s resources and services for writing assistance, including the Writing Workshop and the peer tutor program.

- RESPECT! Students are expected to participate constructively in class by coming to class prepared, treating others with respect, and contributing to discussions and group activities. Students are expected to be open to and tolerant of views that differ from their own. To preserve an inclusive and welcoming classroom environment, sexist, homophobic, racist, xenophobic, and other kinds of prejudicial language and actions will not be tolerated. In the event of such an incident, the instructor will take measures—with the participation of the student(s) who engaged in the behaviour—to repair any harm caused to individuals and to the classroom dynamic. Disruptive and disrespectful behaviour may result in suspension from the classroom. Persistent disruptions and major breaches of appropriate behaviour will be reported to the Academic Dean.
Mark Reviews: Students who are unsatisfied with their results are welcomed to have their individual assignments reviewed. However, as always, the process at Champlain College Lennoxville requires that: 1) Students speak to their professor’s first. 2) Should the 1st fail, students meet with and speak to the Department Coordinator – Shaun Weadick (C233) 3) If need be then students will be referred to and or can choose to speak directly with the Academic Dean, Catherine Filteau. I encourage ALL students to exercise their rights and seek aid/advice on any matter that they feel uncertain about.

Instructor’s Responses to MIO or Email: The instructor of this class pledges that all students who communicate with him by MIO or email will receive a timely response. However, this does not mean that all electronic communications will receive an immediate response.

This College Course Abides by The Institutional Code of Student Conduct, The Institutional Policy on The Evaluation of Student Achievement (IPESA) and the Harassment Policy. Students are expected to be familiar with these three documents.

*** This course is offered by the Humanities Department. Should you have an issue or problem in the course that you have not been able to resolve with your teacher directly, please contact the department coordinator Shaun Weadick (C-228).

Various sources were used in the development of this course including:

Philosophical Texts:

The Yi Qing [I Ching]
Confucian Classics

Legalism

Basic writings of Mo Tzu, Hsun Tzu, and Han Fei Tzu, translated by Burton Watson, Records of civilization: sources and studies, no. 74, (New York, Columbia University Press, 1967)
Daoist [Taoist] Texts:

Buddhist Texts:
Other History of Thought Texts
Sun Zi [Sun Tzu], The Art of War, trans Samuel B. Griffin, (Oxford: Clarendon, 1963; later pb editions available)

Historical Texts:

Literary Texts:

General Books on Chinese Civilization
Keightley, David N., Sources of Shang History: The Oracle Bone Inscriptions of Bronze Age China, (Berkeley and Los Angeles: University of California Press, 1978).

THE ZHOU DYNASTY


QIN AND HAN CHINA: THE UNIFIED EMPIRE

TANG CHINA


MONGOLS AND THE YUAN DYNASTY
THE RESTORATION OF CHINESE POWERS UNDER THE MING
Huang, Rav, 1587, A Year of No Significance: The Ming Dynasty in Decline, (New Haven, CT: Yale University Press, 1981)

THE QING DYNASTY: LATE IMPERIAL CHINA

THE CHINESE WORLD ORDER

CHINA’S NINETEENTH CENTURY CHALLENGE

CHINA AND MODERNIZATION
Spence, Jonathan, In Search of Modern China, (New York; Viking, 1992)

REPUBLICAN CHINA
Huang, Philip, The Peasant Economy and Social Change in North China, (Stanford, CA: Stanford University Press, 1985)

COMMUNIST CHINA

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Rau, Margaret., The Minority Peoples of China,(Messner, 1982).  
POST-MAO CHINA  

CHINESE WOMEN  

CHINESE ART  
Treagear, Mary, Chinese Art, (London: Thames & Hudson, 1980)  

CHINESE PHILOSOPHY AND RELIGION  
Tao Tao Liu Sanders., Dragons, Gods and Spirits from Chinese Mythology, (Schocken, 1982).