

HRS 176: THE CONFUCIAN TRADITION

In Workflow

1. HRS Committee Chair (jdubois@csus.edu)
2. HRS Chair (harvey.stark@csus.edu)
3. ALS College Committee Chair (irwin@csus.edu)
4. ALS Dean (mwilson@csus.edu)
5. Academic Services (curriculum@csus.edu)
6. Senate Curriculum Subcommittee Chair (curriculum@csus.edu)
7. GE Crs Rev Subcommittee Chair (perry@csus.edu)
8. Dean of Undergraduate (gardner@csus.edu)
9. Dean of Graduate (cnewsome@skymail.csus.edu)
10. Catalog Editor (catalog@csus.edu)
11. Registrar's Office (k.mcfarland@csus.edu)
12. PeopleSoft (PeopleSoft@csus.edu)

Approval Path

1. Fri, 24 Mar 2023 01:11:31 GMT
Joel Dubois (jdubois): Approved for HRS Committee Chair
2. Fri, 24 Mar 2023 17:58:21 GMT
Harvey Stark (harvey.stark): Approved for HRS Chair
3. Wed, 19 Apr 2023 19:26:00 GMT
Jacqueline Irwin (irwin): Rollback to Initiator
4. Fri, 05 May 2023 18:32:37 GMT
Joel Dubois (jdubois): Approved for HRS Committee Chair
5. Fri, 05 May 2023 18:34:51 GMT
Harvey Stark (harvey.stark): Approved for HRS Chair
6. Fri, 05 May 2023 19:05:33 GMT
Jacqueline Irwin (irwin): Rollback to Initiator
7. Fri, 05 May 2023 19:20:44 GMT
Joel Dubois (jdubois): Approved for HRS Committee Chair
8. Fri, 05 May 2023 19:38:32 GMT
Harvey Stark (harvey.stark): Approved for HRS Chair
9. Sat, 06 May 2023 00:02:17 GMT
Jacqueline Irwin (irwin): Approved for ALS College Committee Chair
10. Tue, 09 May 2023 23:29:55 GMT
Melinda Wilson Ramey (mwilson): Approved for ALS Dean

Date Submitted: Fri, 05 May 2023 19:13:54 GMT

Viewing: HRS 176 : The Confucian Tradition

Last edit: Fri, 05 May 2023 19:13:52 GMT

Changes proposed by: Amelia Qin (223018718)

Contact(s):

Name (First Last)	Email	Phone 999-999-9999
Amelia Ying Qin	A.Qin@csus.edu	857-242-8674

Catalog Title:

The Confucian Tradition

Class Schedule Title:

Confucian Tradition

Academic Group: (College)

ALS - Arts & Letters

Academic Organization: (Department)

Humanities and Religious Studies

Will this course be offered through the College of Continuing Education (CCE)?

No

Catalog Year Effective:

Fall 2023 (2023/2024 Catalog)

Subject Area: (prefix)

HRS - Humanities and Religious Studies

Catalog Number: (course number)

176

Course ID: (For administrative use only.)

172177

Units:

3

Is the only purpose of this change to update the term typically offered or the enforcement of existing requisites at registration?

No

In what term(s) will this course typically be offered?

Fall, Spring

Does this course require a room for its final exam?

No, final exam does not require a room

This course complies with the credit hour policy:

Yes

Justification for course proposal:

The proposal seeks to add the Area/Graduation Requirement: Humanities (Area C2) to HRS 176.

Course Description: (Not to exceed 80 words and language should conform to catalog copy.)

Study of the Confucian tradition as it unfolded in China and influenced China's East Asian Neighbors. Philosophical and religious dimensions, as well as the evolution and transformation of this uniquely Chinese tradition over time, will be studied. The Confucian influence on Chinese culture, philosophy, religion, literature, political structure and social organization will be identified and analyzed.

Are one or more field trips required with this course?

No

Fee Course?

No

Is this course designated as Service Learning?

No

Is this course designated as Curricular Community Engaged Learning?

No

Does this course require safety training?

No

Does this course require personal protective equipment (PPE)?

No

Does this course have prerequisites?

No

Does this course have corequisites?

No

Graded:

Letter

Approval required for enrollment?

No Approval Required

Course Component(s) and Classification(s):

Lecture

Lecture Classification

CS#02 - Lecture/Discussion (K-factor=1WTU per unit)

Lecture Units

3

Is this a paired course?

No

Is this course crosslisted?

No

Can this course be repeated for credit?

No

Can the course be taken for credit more than once during the same term?

No

Description of the Expected Learning Outcomes and Assessment Strategies:

List the Expected Learning Outcomes and their accompanying Assessment Strategies (e.g., portfolios, examinations, performances, pre-and post-tests, conferences with students, student papers). Click the plus sign to add a new row.

	Expected Learning Outcome	Assessment Strategies
1	1) Develop a firm understanding of the major developments of the Confucian tradition and familiarity with their key concepts, ideas, conventions, beliefs, and practices.	Discussion posts and Essays
2	2) Demonstrate knowledge and understanding of the selected readings and their historical, social, and cultural contexts.	Discussion posts
3	3) Examine women's conditions and the importance of gender when analyzing the social and cultural impacts of the Confucian tradition.	Discussion posts
4	4) Think and write critically about themes and topics developed from knowledge, understanding, and class discussion of readings.	Essays
5	5) Understand the influence of the Confucian tradition on present-day Chinese culture, society, individual morality, women's rights, and gender conceptualizations, as well as its influence on East Asian cultures in general.	Discussion posts

Attach a list of the required/recommended course readings and activities:

Qin_HRS176 Draft Syllabus_revised.pdf

Is this course required in a degree program (major, minor, graduate degree, certificate?)

No

Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer)?

No

Will there be any departments affected by this proposed course?

No

I/we as the author(s) of this course proposal agree to provide a new or updated accessibility checklist to the Dean's office prior to the semester when this course is taught utilizing the changes proposed here.

I/we agree

University Learning Goals

Undergraduate Learning Goals:

Competence in the disciplines
Knowledge of human cultures and the physical and natural world
Integrative learning
Personal and social responsibility
Intellectual and practical skills

Is this course required as part of a teaching credential program, a single subject, or multiple subject waiver program (e.g., Liberal Studies, Biology) or other school personnel preparation program (e.g., School of Nursing)?

No

GE Course and GE Goal(s)

Is this a General Education (GE) course or is it being considered for GE?

Yes

In which GE area(s) does this apply?

C2. Humanities

Which GE objective(s) does this course satisfy?

Develop an acquaintance and understanding of cultures and major dynamic social institutions which affect one's life.
Find and use common information resources, engage in specialized library research, use computers and seek out appropriate expert opinion and advice.
Possess a significant and useful understanding of peoples from a diversity of cultures and backgrounds, including women and ethnic and other minority groups who have been the objects of prejudice and adverse discrimination within our society.
Gain a general understanding of current theory, concepts, knowledge, and scientific methods pertaining to the nature of the physical universe, ecosystems, and life on this planet.

Attach Course Syllabus with Detailed Outline of Weekly Topics:

Qin_HRS176 Draft Syllabus_revised.pdf

Syllabi must include: GE area outcomes listed verbatim; catalog description of the course; prerequisites, if any; student learning objectives; assignments; texts; reading lists; materials; grading system; exams and other methods of evaluation.

Will more than one section of this course be offered?

No

General Education Details - Area C2: Humanities

Section 1.

Indicate in written statements how the course meets the following criteria for Area C2. Relate the statements to the course syllabus and outline. Be as succinct as possible.

Is broad in scope or survey in nature.

The course surveys the history and major intellectual developments of the Confucian tradition in China from around 500BCE to recent times.

Develops an understanding of and appreciation for the diversity of the human community.

The course covers the Confucian tradition's influences on other cultures of East Asia and develops an understanding of its diverse conventions and practices in different historical and socio-political communities. The course would help students better understand these diverse Asian cultures and communities. It also contributes to the understanding of lasting ethnic conventions and social practices within Asian American communities in the US.

Develops a comprehensive understanding and appreciation of the heritage being studied and transmits a knowledge of the Western and Non-Western cultural heritage in the humanities. Students should be able to:

Demonstrate knowledge of the conventions and methods of the study of the humanities.

At the beginning of the semester, students will be trained to utilize library resources and academic journals and databases to carry out research activities. Throughout the semester, close readings of primary and secondary sources will develop students' abilities in analytical and critical thinking. Students will work with a variety of media such as historical narratives, philosophical writings,

personal recollections, literature, art, and material culture forms, etc. Writing assignments and papers will help students develop abilities in presenting ideas, analysis, and arguments effectively and professionally.

Investigate, describe, and analyze the roles and effects of human culture and understanding in the development of human societies.

The Confucian tradition has been the root of many conventions and practices in various East Asian societies. This course offers detailed analysis on its foundational values and concepts, its historical developments, and diverse manifestations in different cultures such as the Chinese, Japanese, and Korean cultures. Students will be able to understand the developments of these diverse societies and cultures from the perspective of this major intellectual tradition's influences throughout history.

Compare and analyze various conceptions of humankind.

The course offers in-depth discussions and analysis on the lasting themes of humankind and human society: the moral individual as a member of the kinship network and the society, the ideal socio-political structure, the conventions of culture, etc. These themes within the Confucian tradition can readily be brought into comparison with their varied manifestations and conceptions from different traditions and different cultures.

Demonstrate knowledge and understanding of the historical development of cultures and civilizations, including their animating ideas and values.

This course will challenge students to change the way that they view the Confucian tradition as one normative, homogeneous, and static tradition throughout history and/or across different cultures and communities. It will offer historical and cultural contexts for each major development through time and across geographical/cultural boundaries, and help students understand the changing ideas and values behind varied conventions and practices.

In presenting the contribution and perspectives of people, the coursework addresses at least two of the following:

- Women
- Ethnicity
- Socio-economic status
- Religious affiliation
- Disabilities
- Gays & lesbians

Women - The course offers close examinations on the impacts of the Confucian tradition's major developments on women's conditions in China and East Asia

Ethnicity - The course offers an understanding of the historical and contemporary formations of Chinese, Japanese, and Korean ethnic identities from the perspective of the influences of this major intellectual tradition in East Asia. It also contributes to the understanding of lasting ethnic conventions and social practices within Asian American communities in the US.

Includes a writing component described on course syllabus

1) If course is lower division, formal and/or informal writing assignments encouraging students to think through course concepts using at least one of the following: periodic lab reports, exams which include essay questions, periodic formal writing assignments, periodic journals, reading logs, other. Writing in lower division courses need not be graded, but must, at a minimum, be evaluated for clarity and proper handling of terms, phrases, and concepts related to the course.

2) If course is upper division, a minimum of 1500 words of formal, graded writing. [Preferably there should be more than one formal writing assignment and each writing assignment (e.g. periodic lab reports, exams which include essay questions, a research/term paper etc.) should be due in stages throughout the semester to allow the writer to revise after receiving feedback from the instructor. Include an indication of how writing is to be evaluated and entered into course grade determination.]

1. Pre-lecture Reading Responses (informal writing: postings on Canvas twice a week)

Students are expected to post initial reading responses on the course website discussion forum twice per week for each class session's assigned readings before the specific reading is discussed in class.

Reading responses should be about 200 words: roughly, a couple of meaningful paragraphs that discusses your thoughts and ideas. These may be comments, interpretive questions, or responses to others' questions or comments on the assigned readings. Writing style may be informal, but your meaning and ideas should be clearly expressed.

Full credit will be granted to all posts that specifically address the readings for the upcoming class, are on time, and do not closely duplicate ideas already posted by other students. Reading and responding to others' posts is strongly encouraged, but you need to have your own substantial contribution to the discussion, not simply agreeing or disagreeing without evidence cited from the readings.

The pre-lecture postings cannot be made up, but there will be 2-3 additional on-campus lectures during the semester that you can attend and submit summaries for makeup points.

2. Midterm Research Scholarly Review Project (formal writing) and Presentation

This is a group project. Students will form groups and declare research topics/directions in Week 2 (you can fine tune, adjust, or change your topic during your research process).

In groups of 3-4 people, each group please work on a topic of your choice that is related to the themes and topics covered by this course (as we discussed in class). Each person is required to find and read one scholarly article, and summarize it in around 2-page writing so that, as a group, you can produce:

1) a group report on the scholarship publications about your topic that is
6-8 pages according to the number of people in your group (for example: 6 pages for a 3-person group)
Not including bibliography page (everyone's articles listed together on this page)
Not including cover page
Double space, single sided, 1 inch margin
Times New Roman, 12 point-font
Due: XXX (week 8)
One member of group will email the instructor your group report (one single Word/PDF file) and cc all group members on your email.
Please send to: A.Qin@csus.edu

2) a group presentation:
around 8-10 minutes in class (length also depending on how many people in your group)
at the beginning of the class on the presentation day you sign up
Date of presentation to be scheduled in week 7
Form of presentation: PPTs, or other format effective for your topic

Rubric: reports and presentations are evaluated according to each specific topic.
20% Decent effort in investigating your topic (quality of sources: use academic sources from published books, including book chapters, and academic journal articles. No Wikipedia, website pages, or short book reviews. Please read chapters and articles at least 10 pages long)
30% Effective summary of the ideas/arguments of the article, including how the author developed the argument/topic
30% Responsible information compilation, organization, and delivery (you may combine your individual summaries)
10% Proper citation of sources and documentation of material in bibliography (you may choose to use a style you are familiar with: Chicago, APA, MLA, etc. But please be consistent.)
10% Effectiveness of group work

3. Final Paper (formal writing)
Please work on a topic of your choice that is related to the themes and topics covered by this course (as we discussed in class). This is an individual project and you are encouraged to consult the instructor in determining a research topic. Each person is required to write an analytical paper of your own that is:
6-7 pages
Not including bibliography
Not including cover page
Not including images. Images should be put in appendix at the end of the paper
And makes use of at least two external sources
(no upper limit. Assigned readings on our syllabus do not count as external sources. Details see rubric)
your paper format: double space, single sided, 1 inch margin
Times New Roman, 12 point-font
Due: midnight Mon. May 15th on Canvas Assignments Page

Rubric: papers are evaluated according to each specific topic you work on.
25% Decent effort in investigating your topic (quality of sources: use academic sources from published books, book chapters, and academic journal articles. No Wikipedia, website pages, or short book reviews. Please read chapters and articles at least 10 pages long. You can certainly cite the assigned readings in this course, but they do not count toward the two external source requirement--the external sources should be additional ones you find through individual research)
30% Effective analysis or argument about specific material and ideas
35% Responsible information compilation, organization, and delivery
10% Proper citation of sources and documentation of material in bibliography (you may choose to use a style you are familiar with: Chicago, APA, MLA, etc. but please be consistent)
10% Effectiveness of writing (clarity in expressing ideas)

Section 2.

If you would like, you may provide further information that might help the G.E. Course Review Committee understand how this course meets these criteria and/or the G.E. Program Objectives found in the CSUS Policy Manual, General Education Program, Section I.B.
none

Please attach any additional files not requested above:

Qin_HRS176 Draft Syllabus_revised.pdf

Reviewer Comments:

Joel Dubois (jdubois) (Fri, 24 Mar 2023 01:11:25 GMT): Looking forward to finally seeing this course offered again!

Rebekkah Mulholland (rebekkah.mulholland) (Wed, 19 Apr 2023 18:32:13 GMT): Thank your for submitting your course change request. As mentioned in the meeting, ELO #4- change wording to adhere to Bloom's Taxonomy. On the syllabus, clean up your formatting a bit to make it flow smoother. Add a course specific description. Also, add University Policies and links such as Title IX and CARES.

Michelle Felten (mfelten) (Wed, 19 Apr 2023 18:47:42 GMT): Hello Amelia, Thank you for your proposal. The Committee has voted to approve your proposal for HRS 176 pending an update of the Syllabus, in particular: Add ALL University Syllabus Guidelines; Change Course Description to Catalogue Description and then add your own Course Description; Clean -up formatting of the syllabus as whole to create better flow, ie. Course Info/Title & Number, # of units, Professor info, etc. followed by Catalogue Desc., followed by Course Description, Followed by Course Objectives, requirements, grading, and so forth. AND change ELO #4 to Compose Critical Essays vs. Thank and Write. Thank you!

Jacqueline Irwin (irwin) (Wed, 19 Apr 2023 19:26:00 GMT): Rollback: Dear Amelia, Please see suggestions for revision from Michelle. Once your proposal has been revised as per their recommendations, please resubmit and send me an email so I know that your proposal is ready to move forward. Thank you, Jacqueline, ALS Curriculum Chair

Jacqueline Irwin (irwin) (Fri, 05 May 2023 19:05:34 GMT): Rollback: Please attached the complete syllabus in the syllabus locations on the form, not at the bottom, as to not confuse future committees and readers. Thanks!Jacqueline Irwin, A&L Curriculum Committee Chair.

Key: 2839