

15-5
14-10
13-10

LSC Use Only Proposal No: R-9/19/13 UWUCC Use Only Proposal No: 12-143
 LSC Action-Date: AP-10/10/13 UWUCC Action-Date: AP-10/13/13 Senate Action Date: App 11/3/13

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

Contact Person(s)	Alan Baumler	Email Address	baumler@iup.edu
Proposing Department/Unit	Asian Studies	Phone	4066

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

1. Course Proposals (check all that apply)

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

Current course prefix, number and full title: **ASIA 200 Introduction to Asian Studies**

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

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

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

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

3. Other Designations, as appropriate

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

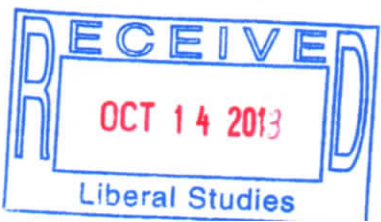
4. Program Proposals

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

Current program name: _____

Proposed program name, if changing: _____

5. Approvals	Signature	Date
Department Curriculum Committee Chair(s)	<i>Steve Chapple</i>	1/12/13
Department Chairperson(s)	<i>Steve Chapple</i>	1/12/13
College Curriculum Committee Chair	<i>Wells</i>	5/6/13
College Dean		
Director of Liberal Studies (as needed)	<i>D. W. Probst</i>	10/14/13
Director of Honors College (as needed)		
Provost (as needed)		
Additional signature (with title) as appropriate		
UWUCC Co-Chairs		



Catalog description change

Old

Focuses on the significance of interactions between Asian cultures. It does so in such a way that students will be able to appreciate both the continuities that allow one to speak of Asia as a coherent region (not only geographically, but also politically, economically, and culturally) and the very real differences that give the region its great variety. It also stresses an in-depth understanding of subtle transformations in meaning as goods, ideas, and practices migrate from one area within Asia to another.

New

Introduces the study of Asian societies. Examines different regions of Asia and also different academic disciplines, and how they create knowledge about Asia.

Rationale for change

The new description is a more accurate reflection of how the course has been taught in recent semesters.

Part II.

1. New Syllabus of Record

Catalog Description

ASIA 200 Introduction to Asian Studies

3c-01-3cr

Introduces the study of Asian societies. Examines different regions of Asia and also different academic disciplines, and how they create knowledge about Asia.

Course Objectives

Students will demonstrate their ability to

1. Analyze Asian societies using the questions and methods common in different academic disciplines.
2. Formulate continuities and compare differences between various Asian societies.
3. Work with different types of academic and non-academic sources.
4. Analyze the relationships between dominant and non-dominant groups in East Asian society, including women and ethnic minorities.

Ila. Course Outcomes and Assessment (Expected Undergraduate Student Learning Outcomes – EUSLO)

Objective 1:

Analyze Asian societies using the questions and methods common in different academic disciplines.

Expected Student Learning Outcomes 1 and 2:

Informed and Empowered Learners

Rationale:

Assignments will require students to demonstrate their ability to analyze Asian societies using different disciplinary traditions. As *Informed Learners* students will demonstrate knowledge and understanding of: -the interrelationships within and across cultures and global communities. As *Empowered Learners* students will demonstrate: - critical thinking skills including analysis, application and evaluation - reflective thinking and the ability to synthesize information and ideas

Objective 2:

Students will demonstrate their ability to formulate continuities and compare differences between various Asian societies..

Expected Student Learning Outcome 2:

Empowered Learners

Rationale:

Assignments will require students to compare different Asian societies and different disciplinary traditions. As *Empowered Learners* students will demonstrate: - critical thinking skills including analysis, application and evaluation. -reflective thinking and the ability to synthesize information and ideas.

Objective 3:

Assignments will require students to demonstrate their ability to work with different types of academic and non-academic sources.

Expected Student Learning Outcomes 1 and 2:

Informed and Empowered Learners

Rationale:

Assignments will require students to work with various kinds of sources. As *Informed Learners* students will demonstrate knowledge and understanding of: -the past and present from historical, philosophical and social perspectives As *Empowered Learners* students will demonstrate: - critical thinking skills including analysis, application and evaluation - reflective thinking and the ability to synthesize information and ideas

Objective 4:

Students will demonstrate their understanding of the complex relationships between dominant and non-dominant groups in Asian society, including ethnic minorities and women.

Expected Student Learning Outcomes 2 and 3:

Empowered and Responsible learners

Rationale:

Assignments will require students to demonstrate their ability to analyze these issues. As *Empowered learners* they will demonstrate:- information literacy skills including the ability to access, evaluate, interpret and use information from a variety of sources. As *Responsible Learners* students will demonstrate:- an understanding of themselves and a respect for the identities, histories, and cultures of others

III. Course Outline Topics and readings will vary by course and instructor, but all sections should include different ways of knowing and different regions of Asia.

Weeks 1-3 Journalism, Middle East

Part of being a real Asianist is being able to make fun of reporters who move to an Asian country and come out 3 months later with book that explains everything you need to know about Asia. Asianists also know that you can learn a lot about Asia from the better sort of journalistic books. We will also do a research project on how to find and analyze journalistic sources about Asia.

Readings

Starr, Stephen. *Revolt in Syria: Eye-witness to the Uprising*. Columbia University Press, 2012.

Selections from Ajami, Fouad. *The Syrian Rebellion*. 1st ed. Hoover Institution Press, 2012.

Selections from Luyendijk, Joris. *People Like Us: Misrepresenting the Middle East*. Original. Soft Skull Press, 2009.

Weeks 4-5 Literature "India"

Like non-Asians, modern people in Asia get a lot of what they understand about their own societies from fiction and above all from novels.

Readings

Ghosh, Amitav. *The Glass Palace: A Novel*. Reprint. Random House Trade Paperbacks, 2002.

Selections from Kyi, Aung San Suu. *Letters from Burma*. Penguin Books, 2010.

Selections from Orwell, George. *Burmese Days*. Oxford City Press, 2011.

Weeks 6-7 Film, China

Like Americans, lots of people in Asia get most of what they know about the past and their own society from the movies. We will be watching a couple of movies as a group and each of you will also do a presentation on a third movie that you watch on your own.

Readings

Selections from Clark, Paul. *Reinventing China: A Generation and Its Films*. The Chinese University Press, 2006.

Selections from Yan, Mo, and Howard Goldblatt. *Red Sorghum: A Novel of China*. Penguin Books, 1994.

We will watch *Red Sorghum* (1987), one of the best known films of China's Fifth Generation of filmmakers (based on a novel by Mo Yan) and *Let the Bullets Fly* (2010) an action-comedy which for a while was the highest grossing film in Chinese history. Both films star Jiang Wen.

Weeks 8-9 Anthropology, Southeast Asia, Hong Kong

Anthropology is a very broad discipline, but for this class will be looking at the situation of migrant labor as an inter-Asian phenomenon, focusing particularly on Hong Kong and domestic labor.

Readings

Constable, Nicole. *Maid to Order in Hong Kong: Stories of Migrant Workers, Second Edition*. 2nd ed. Cornell University Press, 2007.

Kalir, Barak. "Finding Jesus in the Holy Land and Taking Him to China: Chinese Temporary Migrant Workers in Israel Converting to Evangelical Christianity*." *Sociology of Religion* 70, no. 2 (June 20, 2009): 130–156.

Selections from Lee, Ching Kwan. *Against the Law: Labor Protests in China's Rustbelt and Sunbelt*. University of California Press, 2007.

Week 10 First batch of movie presentations discussion of study abroad opportunities

Weeks 11-12 History, Sociology, Japan

Although this book is about the past it is written by a sociologist, and we will use it to help understand different ways of analyzing the creation of social networks in pre-modern Japan

Readings

Ikegami, Eiko. *Bonds of Civility: Aesthetic Networks and the Political Origins of Japanese Culture*. Cambridge University Press, 2005.

Selections from Adolphson, Mikael S. *The Gates of Power: Monks, Courtiers, and Warriors in Premodern Japan*. University of Hawaii Press, 2000.

Selections from Keene, Donald. *Yoshimasa and the Silver Pavilion: The Creation of the Soul of Japan*. Columbia University Press, 2006.

Weeks 13-14 Final batch of movie presentations

Final Paper (turned in during exam period)

IV. Evaluation methods

Quizzes 20%

Two short papers 20 % each

Movie presentation 20%

Final paper 20%

Papers

Each of you will write papers on two of our main readings. You may choose whichever ones you like. Papers will be due one week after we finish discussion of the book. I will hand out guidelines for the paper on the day of the discussion.

Final paper Each of you will write a final paper comparing two of our units and what they show about different disciplinary traditions and how they analyze Asia.

Movie presentation Each of you will do a brief oral presentation (illustrated with clips) about an Asian movie that you select and what we can learn from it.

Quizzes Anything else you do for this class is part of your quiz grade. This includes the map tests, in-class writing assignments and quizzes, and the various small writing assignments you may be asked to do. There will usually be at least one small writing assignment for each unit of the class.

V. Grading Scale

90%+ =A

80-89.999% =B

70-79.999% =C

60-69.999% =D

69.998% or less =F

VI. Undergraduate Course Attendance Policy

The IUP Attendance policy will be followed.

VII. Required Textbook

none

Non-textbook reading

Constable, Nicole. *Maid to Order in Hong Kong: Stories of Migrant Workers, Second Edition*. 2nd ed. Cornell University Press, 2007.

Ghosh, Amitav. *The Glass Palace: A Novel*. Reprint. Random House Trade Paperbacks, 2002.

Ikegami, Eiko. *Bonds of Civility: Aesthetic Networks and the Political Origins of Japanese Culture*. Cambridge University Press, 2005.

Starr, Stephen. *Revolt in Syria: Eye-witness to the Uprising*. Columbia University Press, 2012.

VIII. Special Resource Requirements

None

IX. Bibliography

- Adonis. *An Introduction To Arab Poetics*. Saqi Books, 2003.
- Anderson, Betty S. *The American University of Beirut: Arab Nationalism and Liberal Education*. University of Texas Press, 2011.
- Byington, Mark E., ed. *Early Korea: The Samhan Period in Korean History*. annotated ed. University of Hawaii Press, 2010.
- Farrer, James. *Opening Up: Youth Sex Culture and Market Reform in Shanghai*. 1st ed. University Of Chicago Press, 2002.
- Filkins, Dexter. *The Forever War*. Reprint. Vintage, 2009.
- Jerryson, Michael K. *Buddhist Fury: Religion and Violence in Southern Thailand*. Oxford University Press, USA, 2011.
- Mills, Mary Beth. *Thai Women in the Global Labor Force: Consuming Desires, Contested Selves*. Rutgers University Press, 1999.
- Mishra, Pankaj. *From the Ruins of Empire: The Intellectuals Who Remade Asia*. Farrar, Straus and Giroux, 2012.
- Ooms, Herman. *Imperial Politics and Symbolics in Ancient Japan: The Tenmu Dynasty, 650-800*. 1 New. Univ of Hawaii Pr, 2008.
- Uchida, Jun. *Brokers of Empire: Japanese Settler Colonialism in Korea, 1876-1945*. Harvard University Asia Center, 2011.
- Zhang, Li. *In Search of Paradise: Middle-Class Living in a Chinese Metropolis*. Cornell University Press, 2010.

Part II.

2. Summary of the proposed revisions.

1. Objectives – the course objectives were revised from the original syllabus of record and aligned with the Expected Undergraduate Student Learning Outcomes (EUSLO) and Common Learning Objectives
2. Updated readings and bibliography
3. Changed the course description to more accurately reflect how the course has been taught

3. Justification/Rationale for the revision.

The course is a currently approved Liberal Studies Elective and Non-Western Course. The revisions will allow it to remain as a LS Elective and qualify as Global and Multicultural,

which we hope will encourage non-majors interested in Asia to take the course. Although the course has been taught as writing intensive for the last few years this was because of an instructor W. Now it will have a course W, which will make it easier if someone else teaches it.

Global and Multicultural justification

The course deals primarily with non-dominant cultures. Cultures are presented on their own terms, going beyond mere description of a culture. Students will examine the ways Asian societies have established systems of values, norms, and ideas. Students will be enabled to gain knowledge of the past and interrelations among communities.

LS elective justification

The course addresses critical-thinking and scholarly discourse. There is content that addresses the contributions of racial minorities and of women. The course extends beyond core concepts.

Liberal Studies Elective Competencies

The course meets the Information Literacy standards. Students will use and analyze information from a variety of sources. Students will meet three of the IUP Information Literacy Competency Standards : Standard 2 (Access Information) Standard 3 (Evaluate and incorporate information) Standard 4 (Use information effectively)

Liberal Studies Course Approval General Information

1. This is not a multiple instructor or multiple section course.
2. Although the readings for the course will vary from semester to semester the current version is typical in that includes two works that deal extensively with the role of women. (Constable and Ikegami) The course also includes readings on the relationship between ethnic majorities and minorities. (Constable, Starr, and Ghosh, among others.)
3. Although the readings for the course will vary from semester to semester the current version is typical in that includes four non-textbook works of fiction or non-fiction

Constable, Nicole. *Maid to Order in Hong Kong: Stories of Migrant Workers, Second Edition*. 2nd ed. Cornell University Press, 2007.

Ghosh, Amitav. *The Glass Palace: A Novel*. Reprint. Random House Trade Paperbacks, 2002.

Ikegami, Eiko. *Bonds of Civility: Aesthetic Networks and the Political Origins of Japanese Culture*. Cambridge University Press, 2005.

Starr, Stephen. *Revolt in Syria: Eye-witness to the Uprising*. Columbia University Press, 2012.

4. Although this course will enroll both majors and non-majors it does not assume any knowledge of Asian Studies.

Sample assignment

Contemporary Asia assignment

You will need to do some research on a contemporary problem or situation in Asia. This could be the uprising in Syria, the leadership transition in China, the elections in Pakistan, the response to some natural disaster, the current state of K-pop etc. The purpose of this is for you to learn how to find out what is happening in Asia today.

Your finished report should include:

-A title

-An annotated bibliography of **at least** three journalistic items you found on your topic. At least one of these must be from an Asian source. Annotations need be only a sentence or two explaining why you think this item is useful. Note that your bibliography should be in proper format (I prefer Chicago, but you can use any consistent style), so if you find an item through a news aggregator of some sort (Yahoo, etc.) you will need to track down the original item.

- A brief (2-3 page) analysis of one or more of your articles. Explain what can be learned from these readings and how reliable you think they are. You should also discuss anything you think they do not explain or leave unclear.

-A short (1 page) analysis of a Wikipedia entry that you looked up to find out about a person or term in your reading. You should assess how useful and reliable you think this is for explaining what you are trying to learn from it. Try to avoid really short articles or ones like "Islam"

Your grade will be based on:

-The quality of your research. How good were the sources you found? Did you find enough to really understand the topic? Note that this in some respects depends on the quality of your topic. If you can't find anything good, find a new topic.

-Quality of your writing and analysis. How clearly do you explain your points, and how well do you analyze the value of what you have found?

-Proper style and usage.

Writing statement for ASIA 200

Most of the work for this course will be in written form. Students will be expected to write essays and other brief assignments about the assigned readings. The current version of the syllabus includes two papers on the major books, both of which will go through a revision process. The final assignment for the class is a paper which asks students to compare two of the units, although this paper will not be revised.

Department commitment

The chair will be responsible for ensuring that all sections of the course are taught in the appropriate manner. Although assignments may vary somewhat, all sections will include an amount of writing analogous to the current version.

Sample assignment

Movie Presentation guidelines ASIA 200

For the movie presentation you will need to briefly explain the movie (where and when it was made, maybe a plot summary or something about the main characters, etc) and what we can learn about the theme of the class from this film. Remember this can sometimes be something that the director/writer/whoever is directly trying to tell us (if the film has a clear contemporary or historical message) or something you get indirectly. (Most Bollywood films will tell you a lot about Indian attitudes towards love and romance, although they are not documentaries.) Remember that almost all films set in the past also have something to say about the present. You don't have to deal with all the themes in the movie, just whichever ones you find most interesting and important.

You will need at least one clip from the film to show to the class. You could show it at the beginning of your presentation, at the end, or somewhere in the middle. It may help to have a friend to run the projector for you. Ideally you should let the clip speak for itself, but you will probably have to explain the context a bit. In choosing a clip most presenters will choose something dialogue-heavy, which is good, but remember that film is visual, and you can pick a clip that conveys something through actions, music, or cinematography.

There will be a time for questions, and you may have to do a bit of wikipedia-level research to be able to deal with them. For instance, if you are using one of the many films about historical figures, you may need to know more things (and more accurate things) about the person than the film will tell you. If the film is a love story set in Bangladesh you may need to know something about marriage customs in Bangladesh.

Clips should be kept to under three minutes, and the rest of the presentation to under 7, so not counting questions your presentation should be 6-10 minutes. You should practice and time yourself.

You may want to prepare a handout for your classmates. If you e-mail it to me before class I can print copies out.

Student name _____ Film _____

1 (bad) 2 3 4 5
(good) n/a Notes

Is the explanation of the movie clear and complete, so that people who have not seen it will understand the presentation and the point?

Is the clip well-chosen and well-explained?

How well is the movie related to the theme? How much will students learn about Asia from the presentation?

How well did the presenter do at speaking in a clear organized manner? Did they keep in the time limit?

How well did the presenter deal with questions?

If there were any handouts or PowerPoint how effective were they?

REQUEST FOR APPROVAL TO USE W-DESIGNATION

LSC # _____
Action _____

COVER SHEET: Request for Approval to Use W-Designation

TYPE I. PROFESSOR COMMITMENT

Professor _____ Phone 4066
 Writing Workshop? (If not at IUP, where? when?) _____
 Proposal for one W-course (see instructions below)
 Agree to forward syllabi for subsequently offered W-courses?

TYPE II. DEPARTMENT COURSE

Department Contact Person Stuart Chandler Phone 357-1360
 Course Number/Title ASIA 200 Introduction to Asian Studies
 Statement concerning departmental responsibility
 Proposal for this W-course (see instructions below)

TYPE III. SPECIFIC COURSE AND SPECIFIC PROFESSOR(S)

Professor(s) _____ Phone _____
Course Number/Title _____
Proposal for this W-course (see instructions below)

SIGNATURES:

Professor(s) _____
Department Chairperson _____
College Dean _____
Director of Liberal Studies _____

COMPONENTS OF A PROPOSAL FOR A WRITING-INTENSIVE COURSE:

- I. "Writing Summary"--one or two pages explaining how writing is used in the course. First, explain any distinctive characteristics of the content or students which would help the Liberal Studies Committee understand your summary. Second, list and explain the types of writing activities; be especially careful to explain (1) what each writing activity is intended to accomplish as well as the (2) amount of writing, (3) frequency and number of assignments, and (4) whether there are opportunities for revision. If the activity is to be graded, indicate (5) evaluation standards and (6) percentage contribution to the student's final grade.
- II. Copy of the course syllabus.
- III. Two or three samples of assignment sheets, instructions, or criteria concerning writing that are given to students. Limit: 4 pages. (Single copies of longer items, if essential to the proposal, may be submitted to be passed among LSC members and returned to you.)

Please number all pages. Provide one copy to Liberal Studies Committee.
Before you submit: Have you double-checked your proposal against "The Liberal Studies Committee's Most Frequently Asked Questions"?

Departmental W responsibility statement

Although in theory there are a number of people in the program who could teach this course, it has only been taught by one person at IUP. We have never offered more than one section a semester. Should the multiple instructors or sections be needed it will be the responsibility of the Asian Studies chair to assure comparability. It is also the responsibility of the chair to assure that the course is taught appropriately, and assessing this will be part of the program's ongoing assessment process.

Writing statement ASIA 200

The purpose of ASIA 200 is to introduce students to the academic study of Asia. Although most of the students are usually Asian Studies minors or majors it is open to other majors as well. The course is usually offered every Spring, and in recent semesters it has been taught as a Writing Intensive course through an instructor's W. We would like to convert the course to a permanent W course.

The course is usually made up of five or six units, each looking at a different part of Asia and a different disciplinary tradition. (Japan/History, India/Literature etc.) All students do an oral presentation as part of the film unit, (which is not written) but the rest of the grade is based on writing. Each student chooses two of the main books to write a 5-7 page paper on, and there are also assorted smaller writing assignments that all students do for each unit as well as a final essay comparing two of the units or disciplinary traditions.

Writing is integral to the course in part because it is an introduction to the academic study of Asia, and academics write about things. Although students come into the class at any point in their academic program it is a sophomore level course, and most students take the course early in their program. One of the goals of the class is to get them to react to sources (mostly books) in a more sophisticated way than just stating a personal reaction (I liked it, it was boring, etc.) The best way to do this is in writing. Each unit of the course usually has a couple of readings besides the main book, and there are usually a few short writing assignments on (see attached for the *Revolt in Syria* assignments for Spring 2003.) These assignments are intended to encourage students to engage with the readings and to help them understand how to analyze them and how to explain this analysis in writing. Ideally all the students will understand each of the sets of readings well enough to write a longer paper about them, although they only have to write two.

The individual units are also somewhat progressive in terms of the analysis (and writing) required. Usually the first unit is Journalism, which should be something that any educated reader can pick up and understand and the final unit is a fairly complex academic monograph. For Spring 2013 the Journalism book is *Revolt in Syria* and the monograph is *Bonds of Civility* (Sociology/History/Japan). For *Bonds of Civility* students will be reading and writing about some fairly complex academic articles. The goal is to have them progress through more complex analysis and writing.

Contemporary Asia assignment

You will need to do some research on a contemporary problem or situation in Asia. This could be the uprising in Syria, the leadership transition in China, the elections in Pakistan, the response to some natural disaster, the current state of K-pop etc. The purpose of this is for you to learn how to find out what is happening in Asia today.

Your finished paper should include:

- A title

- An annotated bibliography of **at least** three journalistic items you found on your topic. At least one of these must be from an Asian source. Annotations need be only a sentence or two explaining why you think this item is useful. Note that your bibliography should be in proper format (I prefer Chicago, but you can use any consistent style), so if you find an item through a news aggregator of some sort (Yahoo, etc.) you will need to track down the original item.

- A brief (2-3 page) analysis of one or more of your articles. Explain what can be learned from these readings and how reliable you think they are. You should also discuss anything you think they do not explain or leave unclear.

- A short (1 page) analysis of a Wikipedia entry that you looked up to find out about a person or term in your reading. You should assess how useful and reliable you think this is for explaining what you are trying to learn from it. Try to avoid really short articles or ones like "Islam"

Your grade will be based on:

- The quality of your research. How good were the sources you found? Did you find enough to really understand the topic? Note that this in some respects depends on the quality of your topic. If you can't find anything good, find a new topic.

- Quality of your writing and analysis. How clearly do you explain your points, and how well do you analyze the value of what you have found?

- Proper style and usage.

Revolt in Syria topics

Asia 200

Each of you may write a short 5-7 page paper answering one of these questions. Your paper should have a title and a clear thesis, which should be underlined. The paper needs to be clearly written and well-supported by evidence. The paper is due one week from when we finish discussion. Here are some possible topics you may use, but you can also come up with your own. If you do come up with your own topic be sure to clear it with me first.

-How does Starr fit into the things we have read on Journalism? What would Joris Luyendijk and/or Fouad Ajami think of him and his methods and conclusions?

-What policies would have 'worked' in Syria, according to Starr? To what extent do you agree with him on this? Worked for who?

-What is the conflict in Syria? Is it a political conflict, a religious conflict, or an ethnic conflict?

-Why do so many Syrians support the regime? How has the regime tried to keep their support, and how effective have these methods been?

-What roles do foreigners, both individuals and governments, play in these events? What role do Ajami and others think they should play?

-Starr finished writing this book in April 2012. To what extent have events since then played out as he might have expected? To answer this one you will have to have kept up with the news.

-Your grade on the paper will be based on the quality of your argument and how well you support it with evidence.

-You need to have a thesis that provides a clear and significant answer to the question. Please underline your thesis statement.

-The body of the paper needs to have a clear structure. How are the points you are making advancing your argument? The paper should not be a list of observations but the clear development of your position. Some of these points must be more important than others, logically prior to others or whatever. You need some way to organize your ideas

-The paper needs to be well-supported by evidence from the book. Use quotes or references to show how your points are coming from the reading. You do not have to do outside research for this paper, but it helps. If you do outside research be sure to cite your sources properly. For citations of our book(s) a page number is fine.

Summary Chart for Writing Assignments*

A. Writing Assignments ASIA 200					
Assignment Title	# of Assignments	# of total pages	Graded (Yes/No)	Opportunity for Revision (Yes/No)	Written Assignment represents what % of final course grade
Quizzes and other short assignments	5+	10+	Y	n	30
Book papers	2	10-12	Y	Y	30
Totals	7+	20-22+	NA	NA	60

B. Examinations (Complete only if you intend to use essay exams/short answers as part of the required number of pages of writing.)			
Exams	Approx.% of exam that is essay or short answer	Anticipated # of pages for essay or short answer, or approx. word count	Exam constitutes what % of final course grade
1.	100%	5-6 pages	20%
2.			
3.			
Totals		5-6 pages	20%

**Total writing assignments should contain at least 5000 words (approximately 15-20 typed pages) in two or more separate assignments; written assignments should be a major part of the final grade—at least 50% or more.*

Checklist for Liberal Studies Electives Course Proposals

1. Review the [Criteria for a Liberal Studies Elective](#) – note how the competencies are to be handled.
 2. Follow the [2012 Undergraduate Curriculum Handbook](#) for new (p. 20-27) or revised courses (p. 15-19).
 3. Use the new Curriculum Proposal Cover Sheet (interactive PDF or word document - available at <http://www.iup.edu/senate/uwucc/default.aspx>).
 4. Course Outcomes and Assessment (Section II, The Syllabus of Record - p. 23 and 85 in UWUCC Handbook) map to the three required Liberal Studies Electives Expected Undergraduate Student Learning Outcomes (EUSLOs): Informed Learners (I), Empowered Learners (II), and Responsible (III) Learners.
 5. Course content – meets the required [course content for a Liberal Studies Elective](#). While the course outline may not explicitly state the items in the required content, it needs to be clear that the content of the course attempts to address these required elements.
 6. Competencies - All Liberal Studies Electives must meet the EUSLOs and required course content from at least [ONE of the following SIX competencies](#): Global Citizenship; Information Literacy; Oral Communication; Quantitative Reasoning; Scientific Literacy; and Technological Literacy. Note: a course may meet more than one competency.
 7. Proposal includes the assignment instructions for one of the major course assignments and a grading rubric or grading criteria for that assignment (p. 33 UWUCC Handbook).
 8. Proposal includes the answers to the four Liberal Studies questions (p. 91 UWUCC Handbook).
 9. Proposal meets the spirit of Liberal Studies (p. 30 UWUCC Handbook).
- If this is a course revision (p. 18 UWUCC Handbook)
10. Summary of the proposed revisions.
 11. Justification/rationale for the revision – be sure to include any departmental discussions of the overall offerings of their Liberal Studies Courses and why this course is included in those offerings.
 12. The old syllabus of record.
 13. Review Liberal Studies course approval checklist (p. 90 UWUCC Handbook).

Checklist for Global and Multicultural Awareness Course Proposals

1. Review the [Criteria for Global and Multicultural Awareness](#) – particularly note the section on Differentiating the Global Citizenship competency and the Global and Multicultural Awareness category.
 2. Follow the [2012 Undergraduate Curriculum Handbook](#) for new (p. 20-27) or revised courses (p. 15-19).
 3. Use the new Curriculum Proposal Cover Sheet (interactive PDF or word document – available at <http://www.iup.edu/senate/uwucc/default.aspx>).
 4. Course Outcomes and Assessment (Section II, The Syllabus of Record - p. 23 and 85 in UWUCC Handbook) map to the three required Global and Multicultural Awareness Expected Undergraduate Student Learning Outcomes (EUSLOs): Informed Learners (I), Empowered Learners (II), and Responsible (III) Learners. <http://www.iup.edu/page.aspx?id=113234>.
 5. Course content – meets the required course content for a Global and Multicultural Awareness course. While the course outline may not explicitly state the items in the required content, it needs to be clear that the content of the course attempts to address these required elements. <http://www.iup.edu/page.aspx?id=113234>.
 6. Proposal includes the assignment instructions for one of the major course assignments and a grading rubric or grading criteria for that assignment (p. 33 UWUCC Handbook).
 7. Proposal includes the answers to the four Liberal Studies questions (p. 91 UWUCC Handbook).
 8. Proposal meets the spirit of Liberal Studies (p. 30 UWUCC Handbook).
- If this is a course revision** (p. 18 UWUCC Handbook)
9. Summary of the proposed revisions – address how the revisions are meeting the various required course content elements and the EUSLOs for Global and Multicultural Awareness category.
 10. Justification/rationale for the revision – include any departmental discussions of the overall offerings of their Liberal Studies Courses and why this course is included in those offerings.
 11. The old syllabus of record.
 12. Review the Liberal Studies course approval checklist (p. 90 UWUCC Handbook).

...

LSC Use Only No:	LSC Action-Date:	UWUCC USE Only No.	UWUCC Action-Date:	Senate Action Date:
		04-73b	Apr 4/12/05	Apr 4/26/05

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

Contact Person Stuart Chandler	Email Address chandler@iup.edu
Proposing Department/Unit Asian Studies Committee	Phone 7-5612

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

1. Course Proposals (check all that apply)

New Course Course Prefix Change Course Deletion

Course Revision Course Number and/or Title Change Catalog Description Change

<u>Current</u> Course prefix, number and full title	ASIA 200 Introduction to Asian Studies
<u>Proposed</u> course prefix, number and full title, if changing	

2. Additional Course Designations: check if appropriate

This course is also proposed as a Liberal Studies Course. Other: Asian Studies

This course is also proposed as an Honors College Course.

3. Program Proposals

New Degree Program Program Title Change Other

New Minor Program New Track Program Revision

<u>Current</u> program name	<u>Proposed</u> program name, if changing

4. Approvals	Date
Department Curriculum Committee Chair(s) (Committee)	<i>[Signature]</i> 1/21/05
Department Chair(s) (Committee)	<i>Stuart Chandler</i> 1/21/05
College Curriculum Committee Chair	<i>Laura DeBorja</i> 3/23/05
College Dean	<i>Laura</i> 3/23/05
Director of Liberal Studies *	
Director of Honors College *	
Provost *	
Additional signatures as appropriate: (include title)	
UWUCC Co-Chairs	<i>Gail Sedquist</i> 4-12-05

* where applicable

MAR 29 2005

New Course Proposal: Introduction to Asian Studies (ASIA 200)

SYLLABUS OF RECORD

I. Catalogue Description

ASIA 200	Introduction to Asian Studies	3 class hours 0 lab hours 3 credits
Prerequisites: None		

(3c-0l-3cr)

Focuses on the significance of interactions between Asian cultures. It does so in such a way that students will be able to appreciate both the continuities that allow one to speak of Asia as a coherent region (not only geographically, but also politically, economically, and culturally) and the very real differences that give the region its great variety. It also stresses an in-depth understanding of subtle transformations in meaning as goods, ideas, and practices migrate from one area within Asia to another.

II. Course Objectives

Students will be able to:

- A. Describe the history and nature of commercial, cultural, and political interactions between Asian societies.
- B. Analyze the transformation of assumptions and concepts as they cross cultural boundaries.
- C. Formulate continuities and compare differences between various Asian societies.
- D. Assess the contributions of Asian peoples to global society.

III. Detailed Course Outline (Total of 42 hours of classroom instruction)

N.B. Because the course will be taught by various members of the Asian Studies Committee, its exact content, including the case studies provided, will vary depending upon the instructor's expertise. Nonetheless, the course will consistently be structured around an over-arching theme, will include case studies from varied Asian societies, and will employ methodologies from a range of disciplines (e.g. anthropology, history, sociology, economics, political science). Because the content of the course will vary depending upon instructor, we have provided first a more general syllabus of record, and then a more specific sample of one way the course could be taught. The sample syllabus is structured around the idea of travel. Some other possible organizing themes include: shamanism, treaty ports, trans-Pacific identities, gift culture,

technology transfer, Pan-Asian revolutionaries, encounters with “the West,” speaking about Asia to the West, coolies and guano, and pilgrimage.

Case Study One: Focus on the Economics of Asia (7 hours)

Over the centuries extensive trade networks have linked the various Asian countries to one another and to other regions of the world. This section will focus on the exchange patterns that developed within at least one of the trade routes (e.g. the silk road, modern global trade networks)

Case Study Two: Focus on the Politics of Asia (7 hours)

Asian countries have not only interacted economically, but have engaged one another politically. In this section students will focus on certain key political events shaping particular countries, and examine the effects of those events on the relations between those countries and their neighbors.

Case Study Three: Focus on Social Institutions in Asia (6 hours)

Changes in economic and political relations, both within a particular Asian culture and between such cultures, have resulted in continual transformations in each country’s social institutions, e.g. marriage, family relations, educational systems, occupational cultures, entertainment. This section of the course will focus on one or two such social institutions, possibly comparing a particular social institution in two or more Asian countries.

Review Session and Midterm Exam (2 hours)

Case Study Four: Focus on Asian Religion (6 hours)

Stunning continuities and surprising differences can be found in the various Asian religions as they have spread from one region to the next. In this section, students will learn about the complex interactions between religions and particular societies (e.g. Buddhism in Tibet, Thailand, and/or Vietnam; Hinduism in India, Bali and/or the United States; Confucianism in China, Korea, and/or Japan; Islam in Pakistan, India, and/or Indonesia)

Case Study Five: Focus on Asian Arts (7 hours)

Economic, political, social, and religious relations shape artistic expression, and in turn are influenced by such expression. This section considers the evolution of a medium of art (visual arts, music, dance, etc.) in the context of inter- and intra-cultural change.

Case Study Six: Focus on Asian Literature (7 hours)

Poems, short stories, and novels provide wonderful insight into the assumptions, concerns, and aspirations of individuals as they confront the economic, political, and religious realities of Asia.

Culminating activity during final exam period. The culminating activity will typically either be an exam or include submission of a final essay.

IV. Evaluation Methods

Evaluation methods will vary depending upon the instructor. Courses will generally evaluate students based upon such factors as participation, presentations, exams, and/or essays. For example:

Participation	10%
Midterm Exam	20%
Final Exam	30%
Presentation	10%
Essay	30%

V. Grading Scale

90-100%	A
80-89%	B
70-79%	C
60-69%	D
59% or less	F

VI. Undergraduate Course Attendance Policy

It is expected that students will diligently attend scheduled classes. Particulars for penalizing students who have missed classes will be left to individual instructors. Each instructor's policy will: 1. Be distributed in writing during the first week of the course; 2. Recognize students' need to miss class because of illness or personal emergency; 3. Define some limited level of allowable absence, normally at least a number of clock hours equal to course credit hours.

VII. Required Textbooks, Supplemental Books and Readings

Required texts will vary by semester. Some possible texts include:

Learman, Linda. 2004. *Buddhist Missionaries In The Era Of Globalization*. University of Hawaii Press.

Murphey, Rhoads, 2002. *A History of Asia* (4th Edition). Longman.

Vogel, Ezra. 1991. *The Four Little Dragons: The Spread of Industrialization in East Asia*. Cambridge, MA: Harvard UP.

Watson, James L. 2004. *Golden Arches East: McDonald's in East Asia*. Stanford, Calif: Stanford University Press.

Whitfield, Susan. 1999. *Life Along the Silk Road* Berkeley: University of California Press.

Wu, Jean Yu-Wen and Min Song. 2000. *Asian American Studies: A Reader*. Rutgers University Press.

VIII. Special Resource Requirements

None.

IX. Bibliography

Bianco, Lucien. 1971. *Origins of the Chinese Revolution, 1915-1949*. Stanford: Stanford UP.

Brook, Timothy. 1999. *The Confusions of Pleasure: Commerce and Culture in Ming China*. Berkeley, Calif.; London: University of California Press.

Cooke, Nola and Tana Li. 2004. *WaterFrontier: Commerce and the Chinese in the Lower Mekong Region, 1750-1880*. Singapore: Singapore University Press.

de Bary, W. T. (ed.). 2201. *Sources of Japanese Tradition*. New York: Columbia University Press.

de Bary, W. T. (ed.). 1988. *Sources of Indian Tradition*. New York: Columbia University Press.

de Bary, W. T. (ed.). 1999 and 2000. *Sources of Chinese Tradition*. (2 Vols.) New York: Columbia University Press.

Dower, John W. 1999. *Embracing Defeat: Japan in the Wake of World War II*. New York: Norton.

Gamer, Robert E. (ed.). 2003. *Understanding Contemporary China* (2nd edition). Boulder: Lynne Rienner.

Grousset, Rene. 1988. *The Empire of the Steppes: A History of Central Asia*. Rutgers University Press.

Heidhues, Mary Somer. 2001. *Southeast Asia: A Concise History*. Thames & Hudson.

Jun Jing. 1996. *The Temple of Memories. History, Power, and Morality in a Chinese Village*. Stanford (CA): Stanford University Press.

Kieschnick, John. 2003. *The Impact of Buddhism on Chinese Material Culture*. Princeton: Princeton University Press.

La Plante, J.D. 1992. *Asian Art*. Wm. C. Brown.

Lee, Sherman. 1994. *A History of Far Eastern Art*. New York: Prentice Hall.

Mirsepasi, Ali, Amrita Basu, and Frederick Stirton Weaver. 2003. *Localizing Knowledge in a Globalizing World: Recasting the Area Studies Debate*. Syracuse, NY: Syracuse University Press.

Miyoshi, Masao and Harry D. Harootunian. 2002. *Learning places: The Afterlives of Area Studies*. Durham: Duke University Press.

Reid, Anthony. 2003. *Southeast Asian Studies: Pacific Perspectives*. Oregon State University Press.

Waters, Neil L. 2000. *Beyond the Area Studies Wars: Toward a New International Studies*. Middlebury, Vt.: Middlebury College Press

Wolpert, Stanley. 2004. *A New History of India*. NY: Oxford University Press.

SAMPLE COURSE SYLLABUS

ASIA 200 Introduction to Asian Studies



Ando Hiroshige 53 Views of the Toikaido - Kanaya

Catalogue Description

Focuses on the significance of interactions between Asian cultures. It does so in such a way that students will be able to appreciate both the continuities that allow one to speak of Asia as a coherent region (not only geographically, but also politically, economically, and culturally) and the very real differences that give the region its great variety. It also stresses an in-depth understanding of subtle transformations in meaning as goods, ideas, and practices migrate from one area within Asia to another.

Course Outline (Total of 42 hours of classroom instruction, plus two-hour final exam)

1. **Silk Road** History/Economics/Art History; Central Asia (7 hours)

The silk road was the trade route that ran from China to Rome and connected all the civilizations of Asia for over 1000 years. In this section we will look at how the Silk Road functioned as a place of economic and cultural exchange.

Texts: Susan Whitfield *Life Along the Silk Road* Berkeley: University of California Press, 1999; Guest lecture on Dunhuang by Dr. Rhode

2. The Rickshaw Literature/Economics; China (6 hours)

The rickshaw has been a symbol of foreign exploitation of Asia since it was first invented in the 19th Century. It was also the center of the new treaty port economy and life that helped transform East Asia.

Texts: Lao She *Rickshaw*, Honolulu: University of Hawaii Press, 1979.

"The World of Rickshaws" from Lu Hanchao *Beyond the Neon Lights: Everyday Shanghai in the Early Twentieth Century*. Berkeley: University of California Press, 1999.

3. Moving between cultures History/Film Studies; China (6 hours)

Asians and foreigners have been fascinated with people who live on the margins between two cultures and spend their lives moving between them. In this section we will look at two movies, one from Hollywood and one from Hong Kong, that examine what it means to be between cultures.

Texts: *Sand Pebbles, Once Upon a Time in China II*

4. Review and Midterm Exam (2 hours)

5. Moving between worlds: the Iranian revolution Politics/Religious Studies/Women's Studies; South West Asia (7 hours)

The 20th has been a century of revolution in Asia. Countless revolutionaries have spoken of the need to drag the nation and its people into a new world. In this section we will look at some narratives of change and displacement that come out of the Iranian Revolution and how this revolution radically altered the relationship of Iran with its Asian neighbors.

Marjane Satrapi, *Persepolis : The Story of a Childhood*, New York Pantheon 2003;
"The Dead Flame" from Ryszard Kapuscinski, *Shah of Shahs*, New York: Vintage 1992.

- 6. Indigenous people Anthropology, Politics; South East Asia, South Asia (6 hours)**
Throughout Asia, governments have struggled to contain and control people who refused to settle down and become productive taxpayers. In this section we will look at both how states have tried to control these people and how they have fought back.

Texts: James Scott "The State and People Who Move Around: How the valleys make the hills in Southeast Asia" IAS Annual Lecture, 1998; Stuart Corbridge "The Ideology of Tribal Economy and Society: Politics in the Jharkhand, 1950-1980" *Modern Asian Studies*, Vol. 22, No. 1. (1988), pp. 1-42.

- 7. Moving between families Sociology/Anthropology; Japan (6 hours)**
For women marriage, moving between one family and one set of customs to another was the most important journey they would make. In this section we will look at the modern transformation of marriage in Japan.

Texts: Walter Edwards *Modern Japan Through Its Weddings: Gender, Person and Society in Ritual Portrayal* Stanford, 1989; "Haruko and Sho-ichi," "Sex and Drinking" from Gail Bernstein *Haruko's World: A Japanese Farm Woman and Her Community*, Stanford: Stanford University Press, 1983.

- 7. Review (2 hours)**

- 8. Culminating activity (final exam period): two-hour cumulative exam.**

Evaluation Method

Attendance and participation	15%
Midterm Exam	25%
Final Exam	35%
Five-page essay	25%

Grading Scale

90-100% A, 80-89% B, 70-79% C, 60-69% D, 59% or less F.

Undergraduate Course Attendance Policy

It is expected that students will diligently attend scheduled classes. A student should not miss more than three classes over the course of the semester unless there is an extenuating medical circumstance or family emergency. Excessive unexcused absences will have a negative effect on a student's participation grade.

Required Textbooks, Supplemental Books and Readings

Susan Whitfield *Life Along the Silk Road* Berkeley: University of California Press, 1999
Lao She *Rickshaw*, Honolulu: University of Hawaii Press, 1979
Marjane Satrapi, *Persepolis : The Story of a Childhood*, New York Pantheon 2003
Walter Edwards *Modern Japan Through Its Weddings: Gender, Person and Society in Ritual Portrayal*, Stanford: Stanford University Press, 1989

Special Resource Requirements

None.

IX. Bibliography

See bibliography for syllabus of record.

New Course Proposal: INTRODUCTION TO ASIAN STUDIES

COURSE ANALYSIS QUESTIONNAIRE

A. Details of the Course

- A1. The course is required for Asian studies minors and may also be taken by other students interested in Asia. It will carry university Non-Western and Liberal Studies credit.**
- A2. This course does not require changes or revisions in any existing courses.**
- A3. This course has not been offered before.**
- A4. This is not a dual-level course.**
- A5. This course may not be taken for variable credit.**
- A6. This course is offered at many institutions.**
- A7. This course is not connected to any outside agency**

B. Interdisciplinary Implications

- B1. This course will be taught by one instructor.**
- B2. This course does not duplicate or affect courses offered by other departments**
- B3. This course will not be cross-listed.**
- B4. Seats will be made available to Continuing Education students**

C. Implementation

- C1. Faculty resources are adequate. Faculty members on the Asian Studies Committee will rotate responsibility for teaching this course. Such faculty members will receive permission from their departments to do so, just as is done by faculty who teach the LAS 480, PNAF 131, and WMST 200 (“Introduction to Women’s Studies”). Given that ASIA 200 will only be offered once per year and there are currently seven active members of ASC who are willing to teach such a course, a faculty member will only need to be available to teach it approximately once every seven years.**

C2. No additional space, equipment, or supplies are needed. Class room space will be made available in the same manner as is done for such courses as LAS 480, PNAF 131 and WMST 200.

C3. None of the resources for this course are based on a grant.

C4. This course will be offered once every year.

C5. One section will be offered.

C6. Thirty students.

C7. No professional society recommends any limits.

C8. This course is not a distance education course.

D. Miscellaneous.

No additional information is being supplied.

Format for Course Revisions

Part I Curriculum Proposal Cover Sheet

Contact Person(s) Alan Baumler	Email Address baumler@iup.edu
Proposing Department/Unit Asian Studies	Phone 7-4066

Summary:

*See notes about the new syllabus or record: formatting, objectives, course outline, evaluation methods, attendance policy, and textbook. Pages should be numbered.

1. **Course Proposals**
2. **Liberal Studies Course Designations, as appropriate**
3. **Other Designations, as appropriate**
4. **Program Proposals**
5. **Approvals**

Part II Description of the Curriculum Change

1. New syllabus of record.
* Make sure the new syllabus of record follows the outline found in the curriculum handbook (Roman numerals).
 - I. **Catalog Description.**
*Missing heading: **I. Catalog Description**
 - II. **Course Outcomes.**
* Objective 2 – **demonstrate their ability** – this is not measurable. Consider: *...explain continuities and differences..., or interpret continuities and differences..., or analyze continuities and differences....* Objective 3 – this is not measurable. Consider: Select different types.... There are two Objective 4. Objective 4(b) – this is not measurable. Consider: Summarize/Describe/Interpret the complex relationships.... See Appendix C in the curriculum handbook.
 - III. **Detailed Course Outline.**
* Change the weeks into semester hours?
 - IV. **Evaluation Methods.**
* Percentages only add up to 85%.
 - V. **Example Grading Scale.**
 - VI. **Undergraduate Course Attendance Policy.**
* Indicate that the attendance policy will be followed as outlined in the undergraduate catalog.
 - VII. **Required Textbook(s), Supplemental Books and Reading.**
* No textbook is required.
 - VIII. **Special Resource Requirements.**
 - IX. **Bibliography.**

14-10
13-10
UWUCC Number: ~~12-143~~

Course: ASIA 200 Introduction to Asian Studies

Format for Program Revision

Part I Curriculum Proposal Cover Sheet

Contact Person(s) Alan Baumler	Email Address <u>baumler@iup.edu</u>
Proposing Department/Unit Asian Studies	Phone 4066

Summary:

* This is identified as a Course Revision on the Curriculum Proposal Cover Sheet, but on the second page, it is listed as a Program Revision. If it is a program revision, the cover page needs to be corrected.

1. Course Proposals

* Listed as a course revision and catalog description change, not a program revision