

CWRU Action Form for Majors/Minors/Programs/Sequences/Degrees
(instructions on back)

Docket # _____

College/School: College of Arts and Sciences
Department: Department of Modern Languages and Literatures

PROPOSED: major
 minor
 program
 sequence
 degree

APPROVED
Arts Col 9-19-14
Arts Executive Committee 5-8-15
Faculty of the College of Arts and Sciences 10-30-15
Dean of the College 10-30-15

TITLE: _____ Major in Chinese

EFFECTIVE: Spring (semester) 2016 (year)

DESCRIPTION:

The proposed major (for the B.A.) in Chinese takes a minimum of 35 credit hours to complete. For students who begin the major at the 200 level, they will be required to take CHIN 201 and 202, CHIN 301 and 302, CHIN 380 and 381, Senior Thesis I and II; four Chinese Literature and Culture courses, two of which may be replaced by other related courses. For students who begin the major at the 300 level, they will be required to take CHIN 301 and 302, CHIN 380 and 381, 1 directed reading, Senior Thesis I and II; four Chinese Literature and Culture courses, two of which may be replaced by other related courses. "Other related courses" (see a detailed list in what follows.) could include courses that have significant portion of Chinese components in the fields of Chinese Literature, Culture, Cinema, Theater, Art History, Anthropology, History, and Asian Studies. Students should contact the Chinese faculty representative to discuss if a course could be considered a related course.

This new major will be of interest to a large number of students and will make a significant contribution to the Department, the College, and the University. Moreover, the nationwide growth in demand for graduates with a Chinese (Studies) major supports the need to establish such a major at CWRU. Furthermore, the Chinese major, with its interdisciplinary perspective, will certainly move the College's and the University's strategic plan forward. It will involve internationalization by promoting study abroad and other exchange programs in mainland China, Hong Kong, and Taiwan, and developing and strengthening collaborations and partnership with educational institutions in China. It will add to diversity on our campus through its promotion of mutual understanding between the U.S. and Chinese cultures, and help increase the awareness of cultural diversity and communication in our community. This is a major that will make our students more competitive and marketable. It will increase the attractiveness of the Department, the College, and the University not only among students, but also among potential supporters from mainland China, Hong Kong, and Taiwan, and organizations that promote Sino-U.S. relationships. In terms of scholarship, the Chinese major will strengthen Chinese studies at CWRU through collaboration among different disciplines in undergraduate teaching and research projects. Resources in the field of Chinese studies will be reorganized through collaborations among participating faculty members, and, therefore, will be more effectively used.

Is this major/minor/program/sequence/degree: new
 modification
 replacement

If modification or replacement please elaborate: _____

Does this change in major/minor/program/sequence/degree involve other departments? Yes No

If yes, which departments? Anthropology, Asian Studies, Art History and Art, History, World Literature
Programs

Contact person/committee: Haomin Gong

SIGNATURES:


	DATE
Department Curriculum Chair(s)/Program Directors: <u>[Signature] Sabrina Caporali</u>	
Department Chair: <u>Stephen E. Haunsser</u>	
College/School Curriculum Committee Chair: <u>[Signature]</u>	9-19-14
College/School Dean(s): <u>[Signature]</u>	9-19-14
UUF Curriculum Committee Chair: <u>[Signature]</u>	10-30-15

File copy sent to: Registrar Office of Undergraduate Studies/Graduate Studies
Other:

See the attached page

SIGNATURES:

Department Chair/Program Director (Anthropology):

 (Lawrence Greksa)

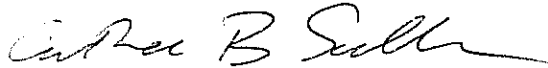
Department Chair/Program Director (Asian Studies):

Jia-Chen Fu.



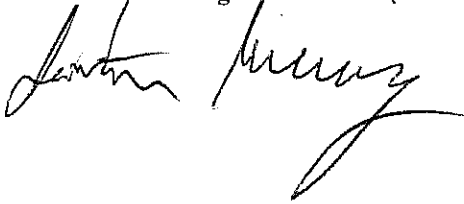
Department Chair/Program Director (Art History and Art):

Catherine Scallen



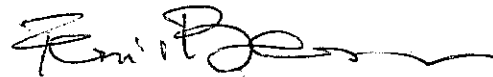
Department Chair/Program Director (History):

Jonathan Sadowsky



World Literature.

Florin Berindeanu





CASE WESTERN RESERVE
UNIVERSITY
COLLEGE OF ARTS AND SCIENCES

Department of Modern
Languages and Literatures

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To: Cyrus Taylor, Dean, College of Arts and Sciences

From: Yas Shirai, Chair, DMLL

Date: September 13, 2015

Re: Chinese major

In response to your email dated May 18, we discussed the condition of approving Chinese major at our departmental meeting on August 20. James Gong, Assistant Professor and Chinese program head, presented the condition of approval from the executive committee, which states:

the Executive Committee voted to Approve the proposal for a New Major in Chinese contingent upon consultation and agreement within the Department of Modern Languages and Literatures that no new resources will be required to launch the program.

After some clarification questions, a discussion ensued regarding the possible shift of resources from German to Chinese, since the launch of Chinese major may lead to Associate Professor Peter Yang teaching more Chinese at the cost of German, which may lead to the weakening of German program. Shirai (Chair) assured that he would protect the German program. The faculty voted whether the department approve the proposal to accept the condition set by the Executive Committee, with a result of 18* yes, 0 no, and 5 abstention votes. The proposal was approved.

*The tally inadvertently included the votes of 2-3 lecturers who voted for the proposal. According to the DMLL bylaws, they do not constitute voting faculty. This however does not affect the outcome of the vote.

To: Dr. Stephen Haynesworth, Chair of Department of Modern Languages and Literatures
From: Haomin Gong, Assistant Professor of Chinese
Date: March 31, 2014

Proposal for a New Chinese Major at Case Western Reserve University

After careful consideration of the current status of the minor in Chinese and the majors in other language and culture sections in the Department of Modern Languages and Literatures (DMLL), as well as other related programs, I would like to propose a Chinese major for undergraduate students at Case Western Reserve University (CWRU). I hope you will support my proposal.

1. Justification

The proposed major in Chinese will be of interest to a large number of students and will make a significant contribution to the Department, the College, and the University. Interest in Chinese at CWRU has been increasingly strong and is constantly growing, more apparently in recent years. This is partly exhibited in the steadily increasing enrollments, which rose from 31 students in fall 1993 to 96 in spring 2013, and in the growing number of course offerings. The number of students opting for a Chinese minor also continues to grow. Between 1993 and 2012, 60 students graduated with a minor in Chinese, and currently 10 students have declared a Chinese minor. Yet, the fact that DMLL currently does not offer a major in Chinese has channeled a considerable number of potential candidates away. For those who desire to improve their competitive edge in the job market, a major in Chinese will make them more competitive than those with a minor in the subject. Many students have come to us to inquire about the possibility of majoring in Chinese, but we had to, with regret, direct them to other programs. A major in Chinese will therefore improve our department's ability to accommodate the need of our students in this regard.

Moreover, the nationwide growth in demand for graduates with a Chinese major supports the need to establish such a major at CWRU. It is well known that China is gaining increasing economic, political, and cultural importance in the global arena--China has one of the most dynamic economies in the world, is one of the biggest players in global business, and since 2004 it has been the world's number one destination for Foreign Direct Investment; Chinese is also one of the six official languages of the United Nations and is spoken by around 1.4 billion people from the People's Republic of China, Hong Kong, Taiwan, and many overseas Chinese people from all around the world; and China has over 5,000 years of history, and a uniquely rich and colorful

culture. The interdependency between the US and China in many aspects is becoming stronger. As a result, Chinese majors in the US, as the Chinese Program at Penn State University states on their webpage,

may seek employment in government service, domestic and foreign offices, the United Nations, the Peace Corps, the U.S. Information Agency, or other international agencies. [They can also] go on to teach English in China, or to do translation work. Employment may also be available with import and export trade organizations, international banking houses, or U.S. companies abroad. In addition, an increasing number of domestic and multinational companies are seeking employees who have backgrounds in multicultural studies as a way of dealing with the global market.¹

Many educational institutions have made efforts to take advantage of this growing demand for Chinese, and develop and expand their Chinese programs. My inquiries into Chinese programs at our peer institutions yielded the following findings: in the fall semester of 2013, Washington University in St. Louis has 265 students enrolled in their Chinese language classes (5 levels, plus Business Chinese and Literary Chinese). As of 2013, they have 13 Chinese majors and 46 minors. University of Chicago had a total of 645 students enrolled in their Chinese language classes in 2011-2012 and 682 in 2012-2013. Many universities and colleges in Ohio offer majors in Chinese. Ohio State University has one of the largest and strongest Chinese programs in the U.S. Cleveland State University, University of Akron, University of Toledo, and Miami University have expanded their Chinese programs through collaboration with the Confucius Institute, which receives support from mainland China.

In addition, recent effort to significantly strengthen Chinese programs in K-12 schools in Ohio adds support for the proposed Chinese major at CWRU. As a 2009 study shows, the number of Chinese programs in K-12 schools in Ohio grew from 8 in 2005-2006 to 17 in 2006-2007, 51 in 2007-2008, and 71 in 2008-2009, and the enrollment in these programs increased from 490 in 2005-2006 to 1,383 in 2006-2007, 4,609 in 2007-2008, and 6,500 in 2008-2009.² These constantly growing numbers present opportunities for the Chinese program at CWRU, as we see a growing pool of entering students with increasing levels of competence in Mandarin, seeking higher education in Chinese. The Chinese major at CWRU will indeed strengthen research and teaching in this rapidly growing field, and allow CWRU to catch up with other Ohio colleges and universities in this regard.

¹ <http://asian.la.psu.edu/under-chns.shtml>

²

https://startalk.umd.edu/2009/meetings/NFPE/Sunday/Workshop-4/WorkingWithParentsSchools_KunShi.pdf

Furthermore, the Chinese major will certainly move the College's and the University's strategic plan forward. It will involve internationalization by promoting study abroad and other exchange programs in mainland China, Hong Kong, and Taiwan, and developing and strengthening collaborations and partnership with educational institutions in China. It will add to diversity on our campus through its promotion of mutual understanding between the U.S. and Chinese cultures, and help increase the awareness of cultural diversity and communication in our community. This is a major that will make our students more competitive and marketable. It will increase the attractiveness of the Department, the College, and the University not only among students, but also among potential supporters from mainland China, Hong Kong, and Taiwan, and organizations that promote Sino-U.S. relationships. In terms of scholarship, the Chinese major will strengthen Chinese studies at CWRU through collaboration among different disciplines in undergraduate teaching and research projects. Resources in the field of Chinese will be reorganized through collaborations among participating faculty members, and, therefore, will be more effectively used.

The Chinese major will contribute to CWRU's reputation regionally, nationally, and internationally. Aligning the resources in Chinese studies on campus, the Chinese major will make a stronger presence. The College and the University can better serve increasingly diverse local communities more productively with its resources in Chinese. CWRU will be more attractive for the students who are interested in Chinese across the nation and abroad. Students and scholars of Chinese from CWRU will make their presence felt, nationally and internationally, in their careers, conferences, publications, and on other occasions.

In addition, we are fortunate to be located in an area which has strong resources related to Chinese studies, such as the Cleveland Museum of Art, whose Chinese art galleries had a grand reopening in late 2013 after several years of remodeling. The Cleveland Cinematheque also frequently shows Chinese-language films. The growth of Chinese communities in the greater Cleveland area have made this area more culturally diverse and the demand for Chinese stronger. The growing presence of students from China at CWRU will provide additional resources for studies of Chinese. Investment in the Chinese major will be beneficial for the department's developmental agenda.

2. Resources

The Chinese major reflects DMLL's consistent effort to prioritize diversity and internationalization. This new major will not only strengthen the Chinese program in the Department in terms of undergraduate teaching and research, but will also deepen the Department's collaboration with other related departments and programs in CWRU and also with

Chinese educational institutions. Moreover, the collaboration involved in this new major between DMLL and other departments and programs in the humanities and social sciences in the College will strengthen interdisciplinarity. This will foster creative scholarship in the field of Chinese studies.

The Chinese major will have very minimal impact on the allocation of resources in the Department, but it will strengthen the structure of the Department in terms of research and undergraduate teaching. This is because 1) those who will take Chinese major will be the ones who are serious about the subject, as Mandarin is a very difficult language for English speakers, and, as a result, the new Chinese major is unlikely to channel students from other majors and minors; and 2) the Chinese major will take advantage of the existing resources in the College of Arts and Sciences. In addition, DMLL currently offers majors in Japanese, French, German, and Spanish. The new Chinese major will make the department more balanced in terms of its offering of majors and minors, because there is currently only one major in a non-Western language and culture.

To mount the new Chinese major will require very few short-term resources or costs because, as a major with an interdisciplinary perspective housed in DMLL, it will be supported by streamlining the existing resources in the College, including Modern Languages and Literatures, History, Art History and Art, Anthropology, and Asian Studies. Students of a Chinese major, to fulfill the major requirements, will take core language, literature, and culture courses offered by the faculty in DMLL, and can take related courses as electives from other departments and programs mentioned above. These courses are either already currently offered at CWRU or could be developed by current faculty. Therefore, no additional faculty, staff, graduate student support, office and lab space, or other university resources are currently required for this new major.

The Chinese major may generate income for the University in multiple ways. As mentioned above, there is currently a large and increasing demand among students for Chinese; therefore, the new major will make the Department and the College more attractive in terms of recruitment and admission. Students graduating with a major in Chinese will be much more competitive on the job market. The return for an investment in this new major, therefore, will be considerable. In addition, there are many opportunities for external funding. For example, students studying abroad in China will always have low-cost on-campus boarding; and Chinese consulates and the Confucius Institute usually financially support cultural events on U.S. campuses. Such opportunities will certainly grow in number and scale when connections and collaborations between CWRU and Chinese educational institutions expand and deepen.

3. Requirements and Courses

An examination of the Chinese major at some of our peer universities provides us with some ideas regarding the potential structure and offerings of the Chinese major at CWRU. Carnegie Mellon University requires a total of 32-33 credit hours beyond intermediate I, 13-14 of which in intermediate and advanced language training, 4 in linguistics, 3 in history, and 12 in interdisciplinary electives. Emory University requires a total of 38-48 credit hours, including five language courses with no less than 19 credits above 201 up to the 400 level, and four content courses with no less than 14 credits. It should be noted that Carnegie Mellon has five full-time professors and lecturers, and Emory has two professors, six lecturers and instructors, and two visiting teachers from the Confucius Institute. The Chinese major at CWRU would require fewer credit hours than those two programs, but students with a double major in Chinese and another discipline would find themselves competitive and attractive in the job market.

The major (for the B.A.) in Chinese takes a minimum of 35 credit hours to complete:

For students who begin the major at the 200 level, they will be required to take CHIN 201 and 202, CHIN 301 and 302, CHIN 380 and 381, Senior Thesis I and II; four Chinese Literature and Culture courses, two of which may be replaced by other related courses.*

For students who begin the major at the 300 level, they will be required to take CHIN 301 and 302, CHIN 380 and 381, 1 directed reading, Senior Thesis I and II; four Chinese Literature and Culture courses, two of which may be replaced by other related courses.*

* "Other related courses" (see a detailed list in what follows.) could include courses that have significant portion of Chinese components in the fields of Chinese Literature, Culture, Cinema, Theater, Art History, Anthropology, History, and Asian Studies. Students should contact the Chinese faculty representative to discuss if a course could be considered a related course.

Senior Thesis I and II: Students who take Chinese major are required to take these courses under the supervision of their faculty director. They will be expected to write a substantial research paper in English with significant Chinese elements.

Study Abroad: Students may take advantage of a semester or a year of study abroad in mainland China, Taiwan, or Hong Kong. Credits taken at a Chinese university during study abroad can be transferred with evaluation by a faculty advisor.

Courses that are already listed for Chinese

CHIN 101. Elementary Chinese I. 4 Units.

Introductory course in speaking, understanding, reading and writing Chinese. Students are expected to achieve control of the sound system and basic sentence patterns of standard Mandarin Chinese. The course emphasizes speaking and aural comprehension.

CHIN 102. Elementary Chinese II. 4 Units.

Continuation of CHIN 101. Recommended preparation: Consent of department.

CHIN 201. Intermediate Chinese I. 4 Units.

Emphasizes basic structures of standard Mandarin Chinese; helps students improve reading, writing, listening and speaking abilities. Chinese culture, society, and people introduced through supplementary materials and activities. Recommended preparation: CHIN 102 or equivalent.

CHIN 202. Intermediate Chinese II. 4 Units.

Continuation of CHIN 201. Students must use course material offered by the Online Language Learning Center in addition to class meetings. Recommended preparation: CHIN 201.

CHIN 301. Advanced Chinese I. 4 Units.

Students work to achieve fluency in listening, speaking, reading and writing. Students must attend the Language Resource Center in addition to class meetings. Recommended preparation: CHIN 202 or equivalent.

CHIN 302. Advanced Chinese II. 4 Units.

Continuation of CHIN 301.

CHIN 303. Topics in Chinese I. 3 Units.

Work with authentic materials to improve proficiency in Chinese. Emphasis on contemporary culture of China. Recommended preparation: CHIN 302.

CHIN 304. Topics in Chinese II. 3 Units.

Work with authentic materials to improve proficiency in Chinese. Emphasis on contemporary culture of China. Recommended preparation: CHIN 303.

CHIN 315. Business Chinese. 3 Units.

The Business Chinese course is designed to enhance students' listening, speaking, reading, and writing skills in Chinese through a variety of activities. It will focus on China's contemporary international business issues and practices. At the end of the semester, the students will have a basic knowledge of China's socio-cultural values, trade policy, and role in the world economy after its entry into the WTO, and the ability to hold conversations on selected business topics with

correct business vocabulary and in a culturally appropriate manner; to read business-related materials; and to write basic business communications including letters, reports and resumes. It is taught in Chinese and English. Prereq: CHIN 202 or equivalent.

CHIN 396. Senior Capstone - Chinese. 3 Units. (will be reactivated)

The Senior Capstone in Chinese is an independent study project chosen in consultation with a capstone advisor. The capstone project should reflect both the student's interest within Chinese and the courses he or she has taken to fulfill the graduation requirement. The project requires independent research using an approved bibliography and plan of action. In addition to written research, the student will also present the capstone project in a public forum that is agreed upon by the project advisor and the student. Prereq: Senior status required.

CHIN 399. Independent Study. 1 - 3 Unit.

Directed study for those students who have progressed beyond available course offerings. Prereq: CHIN 202.

“Topics in Chinese” (CHIN 303, 304) will be redesigned as one general course, in which authentic Chinese materials are not required. This course may be repeated for up to 3 times with credits. “Business in Chinese” (CHIN 315, 415) will be offered at 300-level when a suitable instructor is available.

New courses, which have been proposed, in addition to those already listed for Chinese:

CHIN 240. Modern Chinese Literature in Translation. 3 Units.

This course examines Modern Chinese Literature from the beginning of the 20th century to postsocialist period. Taught in English.

CHIN 250. Classical Chinese Literature in Translation. 3 Units.

In this course, students will have an opportunity to read classical texts dated back as early as to the 6th century B.C., to pre-modern literature in late imperial period of the 19th century. Taught in English.

CHIN 320. Chinese Popular Culture. 3 Units.

This course examines Chinese--including Mainland China, Hong Kong, Taiwan, and the Chinese Diaspora--popular culture, including popular literature, film, music, TV programs, posters, and the Internet.

CHIN 330. Chinese Cinema. 3 Units.

This course explores critical issues in Chinese cinema. Students will study Chinese films ranging from early productions in the 1920s to contemporary ones.

CHIN 340: China in Modernization. 3 Units.

This seminar introduces students to the recent modernization in China, focusing on the way the socioeconomic changes as a result of revolution, economic reform, and globalization, to meet the challenges of economic, social, and political, environmental, and ecological sustainability in the country and in the world.

CHIN 350: China and Green Transformation. 3 Units.

This seminar introduces students to the recent major green transformation in China and elsewhere in the world, focusing on the way the green economic changes took place in response to financial crisis, climate change, energy insecurity, and international competition. The seminar will also assess the impacts of various aspects of green transformation on today's and future world.

CHIN 380: Contemporary Chinese Texts I. 3 Units.

This course is designed for students who have completed CHIN 302 or equivalent. It provides intensive trainings in communicational skills by reading, watching, and discussing a variety of texts. Prereq: CHIN 302 or equivalent.

CHIN 381: Contemporary Chinese Texts II. 3 Units.

This course is a continuation of CHIN 380. It provides intensive trainings in communicational skills by reading, watching, and discussing a variety of texts. Prereq: CHIN 380 or equivalent.

CHIN 397: Senior Thesis I. 3 Units.

This course is the first one of the two-semester thesis-writing course series required for senior majors, which leads to a substantial research paper in English with significant Chinese elements. Students take this course under the supervision of their faculty director. Permit required.

CHIN 398: Senior Thesis II. 3 Units.

Continuation of CHIN 397. Limited to senior majors. Prereq: CHIN 397.

China-related courses offered in other departments and programs:

ASIA 133. Introduction to Chinese History and Civilization. 3 Units.

This course explains the continuities and discontinuities in the history of China by stressing the development and distinctive adaptations of cultural, religious, and political patterns from the origins of the Chinese civilization to the present. By focusing on major cultural, socioeconomic, and

political issues such as Confucianism, Buddhism, trade relations, imperialism, and intellectual discourse in the overall Asian context (with particular reference to Korea and Japan), we discuss the historical development of China and its situation on entering the 21st century. Taking into account the key historical events in the last century, we examine the emergence of China as a modern nation-state and the fundamental transformation of Chinese society in the postwar period. Offered as ASIA 133 and HSTY 133. Counts for CAS Global & Cultural Diversity Requirement.

ASIA 235. Asian Cinema and Drama. 3 Units.

Introduction to major Asian film directors and major traditional theatrical schools of India, Java/Bali, China, and Japan. Focus on the influence of traditional dramatic forms on contemporary film directors. Development of skills in cross-cultural analysis and comparative aesthetics. Offered as ASIA 235 and WLIT 235. Counts for CAS Global & Cultural Diversity Requirement.

ASIA 288. Imperial China: The Great Qing. 3 Units.

This course is an introduction to the history of Imperial China, from the fall of the Ming Dynasty in 1644 to the creation of the Chinese republic in 1912. We will explore the major historical transformations (political, economic, social, and cultural) of the last imperial dynasty, the Qing (1644-1911), and develop an understanding of the major social, political, economic, and intellectual cultural forces shaping the formation of modern China. Contrary to commonly-held ideas in both West and in China that traditional Chinese society was timeless or stagnant, historians now see dramatic and significant changes during this period--to the economy, to gender relations, to religion, and to many other aspects of life. This course surveys the social, political, economic, and cultural history of this era, with emphasis on recent research. The main goals of the course will be to acquaint students with the key changes and to show the interplay between economic, social, and cultural changes on the one hand and political developments on the other. By the end of the semester you should have a good sense of how Chinese society was transformed over the course of the 17th through early 20th centuries. The topics we will discuss include urbanization and commerce; gender, family and kinship; education and the examination system; opium and free trade; and ethnicity and nationalism. Offered as ASIA 288 and HSTY 288. Counts for CAS Global & Cultural Diversity Requirement.

ASIA 289. History of Twentieth Century China. 3 Units.

Completes a two-term sequence of the Chinese history survey, although HSTY 288 is not a prerequisite for this course. Beginning with the First Sino-Japanese War (1895), we review the historical development of intellectual discourse, public reaction, and political protest in later Imperial China through the creation of the People's Republic in 1949 forward to contemporary times. In contrast to the conventional description of China from a Western point of view, this course tries to explain the emergence of modern China in the context of its intellectual, political, and socio-economic transformation as experienced by Chinese in the late 19th and into the 20th

century. By discussing the influence of the West, domestic rebellions, and political radicalism, we examine how the Chinese state and society interacted in search for modernization and reforms, how these reforms were continued during the Republican period, and to what extent historical patterns can be identified in China's present-day development. Offered as ASIA 289 and HSTY 289. Counts for CAS Global & Cultural Diversity Requirement.

ANTH 353. Chinese Culture and Society. 3 Units.

Focuses on Chinese cultural and social institutions during the Maoist and post-Maoist eras. Topics include ideology, economics, politics, religion, family life, and popular culture. Recommended preparation: ANTH 102. Offered as ANTH 353 and ANTH 453. Counts for CAS Global & Cultural Diversity Requirement.

ANTH 354. Health and Healing in East Asia. 3 Units.

This course examines the illness experiences and the healing practices in East Asia. After introducing the anthropological approaches to the study of medicine, this course will explore the practices of traditional medical knowledge, mental health, infectious disease, environmental health, and biotechnology and ethics. By delving into the illness experiences and the healing practices in East Asia, the course will discuss issues related to medical pluralism, health inequality, social stigmatization, and bioethics.

ARTH 203. The Arts of Asia. 3 Units.

A survey of Japanese and Chinese art from the Bronze Age to the 18th century, with particular emphasis on objects in the Cleveland Museum of Art. The relationship of art works to Buddhism and Hinduism is explored along with cultural rituals, ceremonies, and traditions. Counts for CAS Global & Cultural Diversity Requirement.

ARTH 204. Arts of East Asia. 3 Units.

A survey of the major developments in the arts of East Asia from the bronze age to the present in a wide range of media, including sculpture, painting, ceramics, architecture, calligraphy, prints, and installations. The course explores factors behind the making of works of art, including social, political and religious meanings, while examining the historical contexts for the arts of China, Japan, and Korea. Attention will be paid to the relationship between art and the ideas and practices of Buddhism, Shinto, Daoism, and Confucianism. Our topics include: secular and sacred narrative scroll painting, ceramics and tea culture, landscape painting, Buddhist cave temples, ancient bronzes, mortuary art, expressions of resistance and reclusion in visual arts, cross-cultural exchanges within the region and with the West, and the role of East Asian artists in the contemporary international art market. Counts for CAS Global & Cultural Diversity Requirement.

ARTH 307. Arts of China. 3 Units.

A survey of the major developments in Chinese art from the Neolithic period to the present, including archaeological discoveries, bronzes, calligraphy, painting, sculpture, ceramics, architecture, performance art, and installations. Among topics covered are: ancient funerary art and tombs; painting and sculpture of early Buddhist grottoes; landscape painting; art commissioned and collected by the imperial court; literati painting and calligraphy; public and private art associated with Daoist, Buddhist, and Confucian religious practices and sites; art produced during periods of non-Chinese rule under the Tanguts, Mongols, and Manchus; foreign influences on Chinese artists; and the role of Chinese artists in the contemporary international art market. The course explores factors behind the creation and reception of works of art, including social, political and religious meanings, while examining the historical contexts for and artistic traditions of the visual culture of China. Recommended preparation: Students with some Asian studies, Chinese language, Chinese history, or other appropriate background. Offered as ARTH 307 and ARTH 407. Prereq: One 100- or 200-level ARTH course or requisites not met permission from instructor.

ARTH 340. Issues in the Art of China. 3 Units.

This is a topics course. Each offering will focus on a specific topic within the area of Chinese art. Sample topics may include: Women painters in Beijing, Modern Artists in China-1980-Present, Shang Dynasty Tombs, Yuan Dynasty Buddhist Art. Lectures, discussions, and reports. Offered as ARTH 340 and ARTH 440. Counts for CAS Global & Cultural Diversity Requirement.

HSTY 133. Introduction to Chinese History and Civilization. 3 Units.

This course explains the continuities and discontinuities in the history of China by stressing the development and distinctive adaptations of cultural, religious, and political patterns from the origins of the Chinese civilization to the present. By focusing on major cultural, socioeconomic, and political issues such as Confucianism, Buddhism, trade relations, imperialism, and intellectual discourse in the overall Asian context (with particular reference to Korea and Japan), we discuss the historical development of China and its situation on entering the 21st century. Taking into account the key historical events in the last century, we examine the emergence of China as a modern nation-state and the fundamental transformation of Chinese society in the postwar period. Offered as ASIA 133 and HSTY 133. Counts for CAS Global & Cultural Diversity Requirement.

HSTY 288. Imperial China: The Great Qing. 3 Units.

This course is an introduction to the history of Imperial China, from the fall of the Ming Dynasty in 1644 to the creation of the Chinese republic in 1912. We will explore the major historical transformations (political, economic, social, and cultural) of the last imperial dynasty, the Qing (1644-1911), and develop an understanding of the major social, political, economic, and intellectual cultural forces shaping the formation of modern China. Contrary to commonly-held ideas in both West and in China that traditional Chinese society was timeless or stagnant, historians now see dramatic and significant changes during this period—to the economy, to gender relations,

to religion, and to many other aspects of life. This course surveys the social, political, economic, and cultural history of this era, with emphasis on recent research. The main goals of the course will be to acquaint students with the key changes and to show the interplay between economic, social, and cultural changes on the one hand and political developments on the other. By the end of the semester you should have a good sense of how Chinese society was transformed over the course of the 17th through early 20th centuries. The topics we will discuss include urbanization and commerce; gender, family and kinship; education and the examination system; opium and free trade; and ethnicity and nationalism. Offered as ASIA 288 and HSTY 288. Counts for CAS Global & Cultural Diversity Requirement.

HSTY 289. History of Twentieth Century China. 3 Units.

Completes a two-term sequence of the Chinese history survey, although HSTY 288 is not a prerequisite for this course. Beginning with the First Sino-Japanese War (1895), we review the historical development of intellectual discourse, public reaction, and political protest in later Imperial China through the creation of the People's Republic in 1949 forward to contemporary times. In contrast to the conventional description of China from a Western point of view, this course tries to explain the emergence of modern China in the context of its intellectual, political, and socio-economic transformation as experienced by Chinese in the late 19th and into the 20th century. By discussing the influence of the West, domestic rebellions, and political radicalism, we examine how the Chinese state and society interacted in search for modernization and reforms, how these reforms were continued during the Republican period, and to what extent historical patterns can be identified in China's present-day development. Offered as ASIA 289 and HSTY 289. Counts for CAS Global & Cultural Diversity Requirement.

HSTY 383. Readings in PRC History. 3 Units.

This course examines the historiography of several key issues in the history of the People's Republic of China. Although the emphasis will be to explore at greater length and greater detail specific topics in post-1949 Chinese social, cultural, and political history, some topics will incorporate key historiographic works addressing the pre-1949 period as a point of comparison. We will explore the major historical transformations that led to a political break from China's imperial past, and we will examine both the continuities and discontinuities shaping China's experience as a modern nation during the latter half of the 20th century. Major themes covered include: the origins of the Chinese revolution, the Great Leap Forward, Cultural Revolution, rural-urban divide, the one-child policy, socialism with Chinese characteristics, et al. Counts for CAS Global & Cultural Diversity Requirement.

HSTY 385. Readings in Society and Culture in Modern Chinese History. 3 Units.

The primary goal of this course is to provide students an opportunity to explore at greater length specific topics in Chinese social and cultural history. The period covered by the assigned readings

roughly spans the late eighteenth century through the first half of the twentieth century. Readings will cover a wide range of topical themes, including childhood, gender and sexuality, urban life, print media, religion, and the environment. Offered as HSTY 385 and HSTY 485. Counts for CAS Global & Cultural Diversity Requirement.

WLIT 235. Asian Cinema and Drama. 3 Units.

Introduction to major Asian film directors and major traditional theatrical schools of India, Java/Bali, China, and Japan. Focus on the influence of traditional dramatic forms on contemporary film directors. Development of skills in cross-cultural analysis and comparative aesthetics. Offered as ASIA 235 and WLIT 235. Counts for CAS Global & Cultural Diversity Requirement.

For the reasons outlined above, I believe it is a good time to establish a Major in Chinese at CWRU, and I hope to receive your support.