Syllabus overview (Mar. 31, 2009 draft)
The History, Culture, and Philosophy of Chinese People
Timothy Tseng (I've italicized relevant sections pertaining to the course)

A. Course Information:
1. Course number, section number:
2. Course Title: The History, Culture, and Philosophy of Chinese People
3. Prerequisites/corequisites:
4. Credit hours: 4 unit course
5. Contact hours per week (number of lectures, labs, outside of class field trips, conferences) June 22-August 14, 2009 (approximately 60 contact hours)
6. Instructor’s name: Timothy Tseng, Ph.D.

B. Office Information
1. Office location:
2. College phone extension: none
3. Voice mail: 510-909-6849 (cell)
4. E-mail: timtseng@isaacweb.org
5. Fax: none
6. Office hours: by appointment

C. Course Description:
1. College catalog course description:

The History, Culture, and Philosophy of Chinese people introduces students to the worldviews and practices of Chinese people throughout history. The course also explores the development of the Chinese Diaspora, thereby broadening the scope of Chinese culture beyond the People’s Republic of China.

2. Identify any General Education requirements that are satisfied by this course:

This course fulfills Westmont College’s “Thinking Globally” and “Communicating Cross-Culturally” general education requirements. Global thinking involves “more than a Western perspective on others outside North American society” and more than nation-state comparative analyses. People and cultures around the world should not be viewed solely through these two lenses. Indeed, this course assumes that there are multiple Chinese perspectives on history, philosophy, culture and religion as well. It also takes into consideration a broad definition of Chinese culture(s) that includes the experiences of those who have migrated and grown up in the Chinese Diaspora (in particular, the Chinese American community). Students who are able to think critically about the multiple perspectives that emerge from different regional and historical contexts are best equipped “to be informed agents of redemption and justice in the world.” This course provides context and contents to facilitate this type of thinking among students.
The “communicating cross-culturally criteria” requires “substantive and programmatic pedagogy, interaction, and dialogue with people from ‘other’ cultures.” While this course does not offer language training, it will be taught in tandem with a Chinese language course. Through site visits, guest speakers, and other programs, however, students will have opportunity to interact and dialogue with people of ‘other’ cultures (i.e., Chinese Americans and students from China). In sum, by engaging these contexts, students in this course will receive opportunities to learn about and work effectively in the variety of Chinese cultural worlds today – in China, the Chinese Diaspora, and Northern California.

3. Instructor’s course description

The History, Culture, and Philosophy of Chinese people introduces students to the worldviews and practices of Chinese people throughout history. The course also explores the development of the Chinese Diaspora, thereby broadening the scope of Chinese culture beyond the People’s Republic of China. As a part of Westmont’s Pacific Rim Language Institute, this course will enable students to engage diverse Chinese people and cultures from the contexts and perspectives of the People’s Republic of China, the Chinese Diaspora, and Chinese America.

D. Instructional Goals and Objectives

Students who take this course will:
1. Be able to discuss in an informed manner the history, cultures, and worldviews of people who live in China.
2. Be able to discuss in an informed manner the distinct histories, cultures, and worldviews of people who live in the Chinese diasporic (including the United States).
3. Be able to identify and interpret the various sources of information about people who live in China and the Chinese Diaspora

E. Educational Philosophy and Teaching Procedures

F. Student Goals and Objectives

G. Classroom Policies
1. Attendance and tardiness policies
   - Students are required to attend each class session and site visit.
   - Unexcused absence from a session will result in a full deduction for that session.
   - Excused absences from a session will result in a .5 deduction for that session.
   - Tardiness will result in a .25 deduction for that session.
   - Extra credit assignments can be used to make up for absences and
2. Classroom atmosphere
*I expect the class participants to contribute to a climate of respectful collegiality. This means that frank and honest comments are encouraged. Transparent and substantive evaluative feedback is welcomed, but remarks that question one another’s character or competence are discouraged in classroom settings. I also encourage the use of inclusive language in our conversations and in written work.*

H. Texts
1. Required texts (costs) with annotation

*The following texts were selected to provide a basic introduction to the history and culture of Chinese people. Three of the texts are standard scholarly works that cover a broad range of topics (Cambridge Illustrated History of China, Chinese Religions: Beliefs and Practices, and Chinese Migrant Networks and Cultural Change). These texts are foundational for informed conversation about the Chinese in China proper and in the Chinese Diaspora. The other two texts are fictional works that provide insight into the culture of Chinese and Chinese-American people that may not be readily available in standard scholarly writings (Monkey: A Journey to the West and Bone).*


2. Supplementary reading material (reserve or recommended reading)
*I will provide some additional materials for students to supplement these required reading assignments. These materials will normally be considered optional reading or sources for research projects and presentations. (see appendix)*

I. Grading Policies (APP: pp. 1, 14-18; WCC: pp. 35-36)

Requirements

1. *One reading journal that track students’ reading of the three academic texts. This assignment is designed to help students “think through” their reading assignments throughout the course. The journal will be collected on Monday, July 20th for initial review and turned in on Monday, August 10th for final grading.*
The journal should provide (minimally) a one-page, single-space summary for each chapter of The Cambridge Illustrated History of China, Chinese Religions, and Chinese Migrant Networks. It should also include a 1-page, single-spaced reflection for each book.

2. Two reflection papers (4-5 pages, double-spaced) for Monkey: A Journey to the West and Bone. The reflection paper for Monkey will be due Friday, July 31st and for Bone will be due August 14th.

3. Group or individual reflection presentation on site visits due Friday, August 14th (specifics to be determined) The presentation format should be a powerpoint slideshow of no more than 15 slides to be presented on the last day of classes. The goal is to capture how you’ve integrated your visits with the reading of the texts and in-class discussions. Identify 3-5 main points that you’ve learned that (a) helped shape or reshape your worldview about Chinese culture and (b) provided practical suggestions for more effective cross-cultural communication.

2. Written-work policies

I will accept written assignments via electronic mail in MS Word or rich-text formats only.

3. Deadlines

Work received after the deadline will receive a half grade deduction for each day late

4. Makeup’s, extra-credit

Extra credit assignments can make up for missed attendances and assignments turned in late. They can also add a half grade to your final grade depending on the assignment. Please speak to me to discuss your circumstances.

5. Plagiarism (APP: p. 1)

J. Support Services

K. Course Outline

Due dates, topics, assignments

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic/Reading Assignment</th>
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<tbody>
<tr>
<td>Wednesday, June 24</td>
<td>• Introduction to Ancient Chinese civilization</td>
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<tr>
<td></td>
<td>Read Cambridge Illustrated, chap. 1</td>
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<tr>
<td></td>
<td>Read Chinese Religions, chap. 1-2</td>
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<tr>
<td>Wednesday, July 1</td>
<td>• Philosophical Foundations of Chinese culture</td>
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<tr>
<td></td>
<td>Read Cambridge Illustrated, chap. 2</td>
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<tr>
<td>Date</td>
<td>Activity</td>
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| Wednesday, July 8  | • Field Trip: Asian Art Museum, San Francisco (Tim away at Asian North American theology conference)  
|                    | Read *Cambridge Illustrated*, chap. 3-4                                   | Read *Chinese Religions*, chap. 5 (Buddhism)                          |
| Wednesday, July 15 | • The Tang & Song Dynasties  
|                    | Read *Cambridge Illustrated*, chap. 5-6                                   | Read *Chinese Religions*, chap. 6 (Religious Taoism)                 |
| Monday, July 20    | • Yuan Dynasty  
|                    | Read *Cambridge Illustrated*, chap. 7 [submit journal for professor’s review]  
|                    | Read *Chinese Religions*, chap. 7-8 (Neo-Confucianism & Chan Buddhism)    |                                                                      |
| Wednesday, July 22 | • The Ming Dynasty  
|                    | Read *Cambridge Illustrated*, chap. 8                                     | Read *Monkey: A Journey to the West*, chap. 1-12                      |
| Friday, July 24    | • China enters the Modern world.  
|                    | # Guest speaker? Prof. Xiaoxin Wu (Ricci Institute, University of San Francisco) “Chinese culture and modernity”  
|                    | Read *Cambridge Illustrated*, chap. 9-10                                  | Read *Monkey: A Journey to the West*, chap. 12-23                    |
| Monday, July 27    | • China under the Communist Revolution  
|                    | Read *Cambridge Illustrated*, chap. 11                                     | Read *Chinese Religions*, chap. 9 (Popular Religion)                  |
| Wednesday, July 29 | • The Chinese Diaspora  
|                    | # Video: “Ancestors in the Americas”  
|                    | Read *Chinese Migrant Networks*, chap. 1-3                                 |                                                                      |
| Friday, July 31    | • Field Trip: Chinese American Historical Society & Chinatown, S.F.  
|                    | Read *Chinese Migrant Networks*, chap. 4-5                                 |                                                                      |
| Monday, August 3   | • The Chinese Diaspora in North America  
|                    | # Guest speaker? Prof. Kevin Chun (University of San Francisco) “Chinese American mental health”  
|                    | Read *Chinese Migrant Networks*, chap. 6-7                                 |                                                                      |
| Wednesday, August 5| • Chinese Christianity  
|                    | # Guest speaker? Prof. Russell Jeung (San Francisco State University) “Chinese American Christianity in the Bay Area”  
|                    | Read *Chinese Migrant Networks*, chap. 8                                  | Read *Chinese Religions*, chap. 10 (Chinese Religions Today)          |
| Monday, August 10  | • Field Trip: Angel Island  
|                    | Read *Bone* (first half)                                                  |                                                                      |
| Wednesday, August 12| Double session  
|                    | • Field Trip: Chinese in Silicon Valley  
|                    | # Possible visit with Chinese pastors and business leaders                |                                                                      |
Read *Bone* (second half)

Friday, August 14

- Conclusion: Changing China, Changing Chinese Identity

L. Extras
1. Grade recording sheet
2. Student sign-off
3. Letter to students
4. Textbook preview
5. Calendar
6. Timelines
7. Maps
Recommended reading and resources


Moffett, Samuel Hugh. *History of Christianity in Asia (vol. 2): 1500 to 1900*. Orbis Press, 2005

Ng, Fae Myenne *Steer Toward Rock* Hyperion, 2008. ISBN: 9780786860975 - 272pp $23.95


Internet Bibliographies

- Asian Documents (UCLA Center for East Asian Studies)
  http://www.international.ucla.edu/eas/documents/doc-index.htm

- Asian Educational Media Services (University of Illinois at Urbana-Champaign)
  http://www.aems.uiuc.edu/

- Asian Studies Virtual Library
  http://vlib.org/AsianStudies

- Buddhist Studies WWW Virtual Library
  http://www.ciolek.com/WWWVLBuddhism.html

- Chinese Cultural Studies: Original Source Texts (Brooklyn College)
  http://academic.brooklyn.cuny.edu/core9/phalsall/texts.html
• Chinese Overseas Collection: Comprehensive Bibliography (Chinese University of Hong Kong)  
  http://coc.lib.cuhk.edu.hk/bib/bibindex.htm

• Chinese Philosophical Etext in Chinese (Wesleyan University)  
  http://sangle.web.wesleyan.edu/etext/index.html

• Chinese Popular Religion – Bibliography  
  http://web.missouri.edu/~clarp/bibliography_CPR.html

• Documentary Educational Resources To the Land of Bliss  

• Expanding East Asian Studies (Columbia University)  
  http://www.exeas.org/

• Internet East Asian History Sourcebook (Fordham University)  
  http://www.fordham.edu/halsall/eastasia/eastasiasbook.html

• PANA’s historical documentation project  
  http://www.psr.edu/pana.cfm?m=132

• Religious Culture in 20th Century China – Bibliography  
  http://website.leidenuniv.nl/~haarbjter/chinPRCbib.html

• Taoism Virtual Library  
  http://www.vl-site.org/taoism/index.html

• Visual Sourcebook of Chinese Civilization (University of Washington)  
  http://depts.washington.edu/chinaciv/index.htm

Chose not to use:
