

FORM A
College of Arts and Sciences
 Revised 05/08/2009

PROPOSAL SUMMARY AND ROUTING FORM


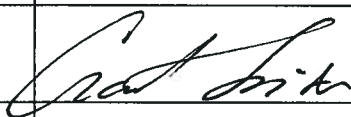
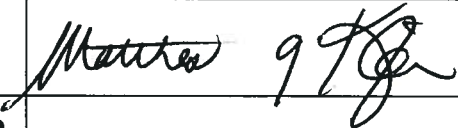

Proposal Title: (New Honors Class) HUMH 390: Honors China and the Silk Road

Initiating Unit or Individual: J. Randall Groves

Contact Person's Name: J. Randall Groves e-mail: grovesj@ferris.edu phone: x2771

Date or Term of Proposal Implementation: Spring 2010

- Group I - A – New degree/major or major, redirection of a current offering, or elimination of a degree, major or minor
- Group I - B – New minors or concentrations
- Group II - A – Minor curriculum clean-up and course changes
- Group II - B – New Course
- Group III - Certificates
- Group IV – Off-Campus Programs

Group/Individual	Signature	Date	Vote/Action *
Program or Academic Unit Faculty		10/6/09	<input checked="" type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support
Department Faculty			<input type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support
Department Head		10/6/09	<input checked="" type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support
College Curriculum Committee			<input type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support
Dean		10-6-09	<input checked="" type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support
University Curriculum Committee			<input type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support
Senate			<input type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support
Academic Affairs		10/9/09	<input checked="" type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support

* Support with Concerns or Not Support must include a list of specific concerns. Votes must be shown for faculty groups. Administrators check appropriate action taken.

To be completed by Academic Affairs

President (Date Approved)
(Date Approved)

Board of Trustees (Date Approved)

President's Council

FORM A CONT.

1. Proposal Summary

(Summary is generally less than one page. Briefly: state what is proposed with a summary of rationale and highlights. Additional rationale may be attached.)

The Honors Program has requested this course to add variety to its offerings. Professor Groves spent time in China this summer, and this interdisciplinary humanities course is China and the Silk Road is a course that covers the Chinese culture and its contacts with the rest of the world via the Silk Road. The course is seeking Cultural Enrichment and Global Consciousness.

2. Summary of All Course Action Required*

a. Newly Created Courses to FSU:

Prefix	Number	Title
HUMH	390	Honors China and the Silk Road

b. Courses to be Deleted From FSU Catalog:

Prefix	Number	Title
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c. Existing Course(s) to be Modified:

Prefix	Number	Title
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d. Addition of existing FSU courses to program

Prefix	Number	Title
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e. Removal of existing FSU courses from program

Prefix	Number	Title
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3. Summary of All Consultations

Form Sent (B or C) Received & by Whom	Date Sent	Responding Dept.	Date
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N/A

4. Will External Accreditation be Sought? (For new programs or certificates only)

_____ Yes _____X_____ No

If yes, name the organization involved with accreditation for this program.

5. Program Checksheets affected by this proposal.

None affected

NEW COURSE INFORMATION FORM*See Sample – Limit to Two Pages Please***Course Identification:**

Prefix:	Number	Title
HUMH	390	Honors China and the Silk Road

Course Description:

This is a course on China and the Silk Road. It begins with an exposition of Ancient China and traditional Chinese culture, moves to the Silk Road and finally Contemporary Chinese society and culture. This course receives General Education credit in Cultural Enrichment and Global Consciousness.

Course Outcomes and Assessment Plan:

By the end of the course the student should be able to:

1. Explain the key tenets of Confucianism, Taoism, Buddhism, Hinduism and Islam.
2. Explain the route and the significance of the Silk Road.
3. Give a broad overview of Chinese history.
4. Explain the role of Western adventurers in our current knowledge of the Silk Road.
5. Explain the journey of Xuanzang from China to India.
6. Interpret the meaning of Monkey and compare it to the Ramayana.
7. Interpret the meaning of Wolf Totem and explain the ecological issues that arise from a reading of the book.
8. Explain the symbolism of some of the art of Dunhuang and identify its cultural, geographic and religious origins.
9. Explain the contemporary economic and political situation in China with special emphasis on the role of Deng Xiao Ping.
10. Explain the key aspects of Chinese popular culture.
11. Explain the status of minorities in China.
12. Explain the glory of the Tang dynasty and the role the Tang has in contemporary Chinese thinking.

Course Outline including Time Allocation:

Week One: The Beginnings of Chinese Civilization and the Early Dynasties to the Tang

Topics: Chinese Religion and Philosophy, Chinese mentality, the origins of Chinese cities and urbanism, Comparative Civilization, the Contemporary Perspective

Reading: Confucius' Analects

Film: Hero (selections)

Week Two: The Tang Renaissance and China in the World

Topics: Tang Painting, Tang Poetry, Chinese Music, Ancient and Modern

Films: Curse of the Golden Flower and Farewell, My Concubine (selections)

- Reading: Chinese Poetry handouts
- Week Three: the Silk Road
 Topics: Oasis Cultures, World Trade, Silk, the Taklamakan Desert
 Reading: the Silk Road
- Week Four: The Buddhist Travelers:
 Topics: Xuanzang, Fa-Shien, Buddhism, Hinduism, India and China
 Film: Little Buddha (selections)
 Reading: The Life of Xuanzang
- Week Five: The Journey to the West
 Topics: Epic, Comparison with Ramayana
 Films: Monkey and Ramayana (selections)
 Reading: Monkey (Journey o the West)
- Week Six: From Marco Polo to Foreign Devils: China and the West
 Topics: the Great Adventurers, World Trade, Cheng He
 Reading: Foreign Devils on the Silk Road
- Week Seven: Dunhuang and the Grand Synthesis of World Culture
 Topics: the treasures of Dunhuang, the synthesis of traditions, comparative culture.
 Reading: the Silk Road
- Week Eight: Cultures of Eurasia
 Topics: Grasslands, Genghis Khan, the Yuan Dynasty, Contemporary Minorities, the Eurasian Perspective
 Reading: the Silk Road
- Week Nine: The Ecology of China
 Topics: Nomads and Ecology, wolves, Chinese Environmental Policy
 Reading: Wolf Totem
- Week Ten: Tibet
 Topics: Tibetan Geography, Buddhism, the Dalai Lama and the Chinese Occupation and annexation.
 Film: 7 Days in Tibet (selections)
 Reading: handouts
- Week Eleven: Islam in China
 Topics: The introduction of Islam, Contemporary Islam and the Communist Gov't. The Urumqi Uprising of 2009.
 Reading: handouts
- Week Twelve: The Fall of Imperial China and Westernization
 Topics: the Manchus, the Last Emperor, Sun Yat Sen, Japanese Invasion, the Kuomintang
 Film: the Last Emperor (selections)
- Week Thirteen: Communism in China, Marxism, Totalitarianism
 Topics: The Long March, Mao, the Communist Victory, The Cultural Revolution
 Film: Farewell, My Concubine (selections)
 Reading: Chinese Popular Culture
- Week Fourteen: Contemporary Chinese Society
 Topics: Deng Xiao Ping, the Economic Restructuring, Tiananmen Square and the Accommodation
 Reading: Chinese Popular Culture
- Week Fifteen: Contemporary Chinese Popular Culture:
 Topics: television, film, news, the internet, China in the Modern World System, Prospects for China in the Future
 Reading: Chinese Popular Culture

CREATE NEW COURSE
Course Data Entry Form

FORM F

Create New Course
Rev. 07/23/07

I. ACTION TO BE TAKEN: CREATE A NEW COURSE

Notes

1. Complete each item in Section I and Section II.
2. If this course is to be used as a prerequisite for other university courses, Form Fs that reflect the prerequisite change must be submitted for those courses as well.

Term Effective (6 digit code only): Examples: 200801(Spring), 200805(Summer), 200808(Fall)

Note: The first four digits indicate year, the next two digits indicate month in which term begins.

II. PROPOSED FOR NEW COURSE: Complete all sections a through r, See manual for clarification.

a. Course Prefix

Study – Check (x)

b. Number

c. Enter Contact Hours per week in boxes.

LECTure LAB INDEpendent

Practicum:

Seminar:

d. Course Title: (Limit to 30 characters/spaces.)

e. College Code:

f. Department Code:

Credit Hours: Check (x) type and enter maximum and minimum hours in boxes.

g. Type: Variable X Fixed h. Minimum Credit Hours i. Maximum Credit Hours .

j. May Be Repeated for Added Credit: Check (x) Yes X No

k. Levels: Check (x) X Undergraduate Graduate Professional

l. Grade Method: Check (x) X Normal Grading Credit/No Credit only (Pass/Fail)

m. Does proposed new course replace an equivalent course? Check (x)
Yes X No

n. Equivalent course: Prefix Number See instructions on Replacement courses.

o. CATALOG DESCRIPTION – Limit to 75 words – PLEASE BE CONCISE.
This is a course on China and the Silk Road. It begins with an exposition of Ancient China and traditional Chinese culture, moves to the Silk Road and finally Contemporary Chinese society and culture. This course receives General Education credit in Cultural Enrichment and Global Consciousness.

p. Term(s) Offered: spring (See instructions for listing.) **q. Max. Section Enrollment:** 23

r. Prerequisites/Co-requisites/Restrictions: (If none, leave blank.)
Limited to 100 spaces. Honors Program.

UCC Chair Signature/Date:
Approval Signature/Date:

Academic Affairs

Donald Flork 1/1/10 10/9/09 *Honors 370*

To be completed by Academic Affairs Office: - Standard & Measures Coding and General Education Code

Basic Skill (BS) General Education (GE) Occupational Education (OC) CG G.E. Codes

Office of the Registrar use ONLY

Date Rec'd: ___ Date Completed: ___ Entered: SCACRSE ___ SCADETL ___
SCARRES ___ SCAPREQ ___

GENERAL EDUCATION APPROVAL FORM

Form G plus justification of the General Education designation being sought must be sent to the General Education Coordinator (preferably electronically). The criteria for each designation can be found FSU General Education website:
<http://www.ferris.edu/HTMLS/academics/gened/gened.html>

Upon review, the form below will be completed by the **University General Education Committee** for the courses that will meet General Education requirements. The form must be included in the proposal packet.

Course Prefix: HUMH **Course Number:** 390

Course Title: Honors China and The Silk Road **G. E. Codes Requested:** C and G

G.E. Codes: G=Global Consciousness; R=Race/Ethnicity/Gender Issues; S=Social Awareness; C=Cultural Enrichment; W=Writing Intensive; Z=Scientific Understanding

Initiator: _____ **Date Sent:** _____

Proposal Contact: _____ **Email:** _____

Department: _____ **Campus Address:** _____

Please Print

University General Education Committee: _____

Chair: _____ **Date Returned:** _____

Based upon University General Education Committee review on _____(date), we

- Support the request to designate the course listed above as a _____(insert Gen. Ed. Designation(s).)
- Do not support the request to designate the course listed above as a _____(insert Gen. Ed. Designation(s) for reasons listed below.

Comments:

HUMH 390: China and the Silk Road: Cultural Enrichment Course Criteria

This course meets the following criteria:

1. HUMH 390 provides interpretive approaches to the events, arts, languages, and ideas of Chinese culture and those of the Silk Road. We will use both hermeneutic and critical theory to interpret China and the Silk Road.
2. HUMH 390 offers established methodologies for understanding the components of Chinese and Silk Road cultures. We will explore the application of hermeneutic, economic, memetic, Marxist, Psychoanalytic methods to China and the Silk Road.
3. HUMH 390 offers an appreciation and understanding of the "techniques" of the arts of China and the Silk Road. Special emphasis will be on Chinese painting and the wall paintings of the Silk Road.
4. HUMH 390 helps students see the connection between the elements of Chinese and Silk Road cultures and themselves, particularly the ways in which Confucian culture could help alleviate some problems in Western modes of behavior, but also what it means to be Chinese or American.
5. HUMH 390 helps students explore Chinese ways to perceive, think, experience, and value. We will assess Hall and Ames' theses on Chinese mentality.
6. HUMH 390 helps students gain a better understanding of Chinese and Silk Road culture from an analysis of specific events such as the burning of the Forbidden City and Tiananmen Square and works such as Confucius' *Analects*.
7. Chinese Culture and the Silk Road are both standard ways of delimiting a field of study.

8. HUMH 390 provides knowledge and appreciation of the components of Chinese and Silk Road culture.

9. HUMH 390 offers an understanding of the processes of thought or creativity that produced Chinese cultural artifacts.

10. I have an M.A. in History and a Ph.D. in Philosophy. I have published several articles on comparative cultures, and specifically on China. I also traveled over 7000 miles inside China this last summer with a group of scholars exploring China and the Silk Road.

Global Consciousness:

1. 100% percent of China and the Silk Road (HUMH 390) addresses the following areas of study concerning China and the Silk Road. Students will learn the geography of China and the Silk Road. We will discuss the economy of China, in the Imperial periods, the early Communist era and finally the era since Deng's reforms. We will look at the important influence of the Chinese Language, particularly the written language that both unites China and makes it difficult to learn. We will also cover several aspects of Chinese and Silk Road cultures, including poetry, painting, literature and music. While we cannot cover the whole history of China and the Silk Road with any thoroughness, students should have a firm grasp of the outlines of Chinese and Silk Road history as well as a more firm grasp of Tang history and culture.
2. China and the Silk Road (HUMH 390) provides the students with an understanding of the cultural context of China and the Silk Road. The course will cover both Ancient and Medieval Chinese history, but always focused on the 20th and 21st centuries. For example, we will look at the introduction of Islam into Urumqi, but we will also cover the recent riots of 2009.

Syllabus:

Honors 390: China and the Silk Road

General Education: Cultural Enrichment and Global Consciousness

Dr. J Randall Groves

Professor of Philosophy and Humanities

Ph. 2771

Email: grovesj@ferris.edu

This is a course on China and the Silk Road. It begins with an exposition of Ancient China and traditional Chinese culture, moves to the Silk Road and finally Contemporary Chinese society and culture.

Objectives: By the end of the course the student should be able to:

1. Explain the key tenets of Confucianism, Taoism, Buddhism, Hinduism and Islam.
2. Explain the route and the significance of the Silk Road.
3. Give a broad overview of Chinese history.
4. Explain the role of Western adventurers in our current knowledge of the Silk Road.
5. Explain the journey of Xuanzang from China to India.
6. Interpret the meaning of *Monkey* and compare it to the *Ramayana*.
7. Interpret the meaning of *Wolf Totem* and explain the ecological issues that arise from a reading of the book.

8. Explain the symbolism of some of the art of Dunhuang and identify its cultural, geographic and religious origins.
9. Explain the contemporary economic and political situation in China with special emphasis on the role of Deng Xiao Ping.
10. Explain the key aspects of Chinese popular culture.
11. Explain the status of minorities in China.
12. Explain the glory of the Tang dynasty and the role the Tang has in contemporary Chinese thinking.

Books:

Foreign Devils on the Silk Road, Hopkins.
Monkey (Journey to the West), Yu.
The Silk Road Journey of Xuanzang, Wiggins.
Wolf Totem, Rong
The Silk Road, Wood.
Confucius' Analects, Waley.
Chinese Popular Culture, Zha.

Week One: The Beginnings of Chinese Civilization and the Early Dynasties to the Tang
 Topics: Chinese Religion and Philosophy, Chinese mentality, the origins of Chinese cities and urbanism, Comparative Civilization, the Contemporary Perspective

Reading: *Confucius' Analects*
 Film: *Hero* (selections)

Week Two: The Tang Renaissance and China in the World

Topics: Tang Painting, Tang Poetry, Chinese Music, Ancient and Modern
 Films: *Curse of the Golden Flower* and *Farewell, My Concubine* (selections)
 Reading: Chinese Poetry handouts

Week Three: the Silk Road

Topics: Oasis Cultures, World Trade, Silk, the Taklamakan Desert
 Reading: *the Silk Road*

Week Four: The Buddhist Travelers:

Topics: Xuanzang, Fa-Shien, Buddhism, Hinduism, India and China
 Film: *Little Buddha* (selections)
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Week Six: From Marco Polo to Foreign Devils: China and the West

Topics: the Great Adventurers, World Trade, Cheng He
 Reading: *Foreign Devils on the Silk Road*

Week Seven: Dunhuang and the Grand Synthesis of World Culture

Topics: the treasures of Dunhuang, the synthesis of traditions, comparative culture.

Reading: *the Silk Road*

Week Eight: Cultures of Eurasia

Topics: Grasslands, Genghis Khan, the Yuan Dynasty, Contemporary Minorities, the Eurasian Perspective

Reading: *the Silk Road*

Week Nine: The Ecology of China

Topics: Nomads and Ecology, wolves, Chinese Environmental Policy

Reading: *Wolf Totem*

Week Ten: Tibet

Topics: Tibetan Geography, Buddhism, the Dalai Lama and the Chinese Occupation and annexation.

Film: *7 Days in Tibet* (selections)

Reading: handouts

Week Eleven: Islam in China

Topics: The introduction of Islam, Contemporary Islam and the Communist Gov't. The Urumqi Uprising of 2009.

Reading: handouts

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Topics: the Manchus, the Last Emperor, Sun Yat Sen, Japanese Invasion, the Kuomintang

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Topics: The Long March, Mao, the Communist Victory, The Cultural Revolution

Film: *Farewell, My Concubine* (selections)

Reading: *Chinese Popular Culture*

Week Fourteen: Contemporary Chinese Society

Topics: Deng Xiao Ping, the Economic Restructuring, Tiananmen Square and the Accommodation

Reading: *Chinese Popular Culture*

Week Fifteen: Contemporary Chinese Popular Culture:

Topics: television, film, news, the internet, China in the Modern World System, Prospects for China in the Future

Reading: *Chinese Popular Culture*

Grading: three papers, 4-5 pages each. 33% each.

HUMH 390: China and the Silk Road: Cultural Enrichment Course Criteria

This course meets the following criteria:

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Professor of Philosophy and Humanities

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Film: *Hero* (selections)

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Topics: Tang Painting, Tang Poetry, Chinese Music, Ancient and Modern

Films: *Curse of the Golden Flower* and *Farewell, My Concubine* (selections)

Reading: Chinese Poetry handouts

Week Three: the Silk Road

Topics: Oasis Cultures, World Trade, Silk, the Taklamakan Desert

Reading: *the Silk Road*

Week Four: The Buddhist Travelers:

Topics: Xuanzang, Fa-Shien, Buddhism, Hinduism, India and China

Film: *Little Buddha* (selections)

Reading: *The Life of Xuanzang*

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Topics: Epic, Comparison with Ramayana

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Topics: Grasslands, Genghis Khan, the Yuan Dynasty, Contemporary Minorities, the Eurasian Perspective

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Reading: *Chinese Popular Culture*

Week Fifteen: Contemporary Chinese Popular Culture:

Topics: television, film, news, the internet, China in the Modern World System, Prospects for China in the Future

Reading: *Chinese Popular Culture*

Grading: three papers, 4-5 pages each. 33% each.

Donald Flickinger/FSU
10/02/2009 02:51 PM

To Frederick R Heck/FSU@FERRIS
cc Maureen Milzarski/FSU@FERRIS
bcc
Subject Re: Fw: Honors courses Sp 2010

I agree and approve.

Frederick R Heck/FSU

Frederick R Heck/FSU
10/02/2009 10:09 AM

To Donald Flickinger/FSU@FERRIS
cc Maureen Milzarski/FSU@Ferris
Subject Fw: Honors courses Sp 2010

Don,

I'm not sure what past practice has been regarding honors sections of existing courses, but I really don't see a problem with allowing those sections to keep the same gen ed status as the normal course without subjection to further review.

If you're in agreement, then I suppose the honors sections should be listed separately on the gen ed course lists because that is the practice we began this summer.

If you're OK with that, Mo can have PHIH 216 Honors Introduction to Ethics and THTH 215 Honors Introduction to Theater added at the appropriate places on the website list and the matrix list.

Thanks,
Fred

----- Forwarded by Frederick R Heck/FSU on 10/02/2009 09:59 AM -----

Grant Snider/FSU
10/02/2009 08:15 AM

To Reinhold Hill/FSU@FERRIS
Frederick R Heck/FSU@FERRIS, Valerie G
Greenfield/FSU@FERRIS, Maude F Bigford/FSU@Ferris,
cc David Aiken/FSU@FERRIS, John R Groves/FSU@FERRIS,
Katherine LaPietra/FSU@Ferris
Subject Honors courses Sp 2010

Reinhold,

I am submitting three honors courses for Spring 2010. Two courses, THTH 215 and PHIH 216, are simply honors sections of existing courses. The third course, HUMH 390, is an experimental course proposed by Randy Groves.

Signed hard-copies are on their way over to the dean's office, and I have copied Fred Heck (as a courtesy for THTH and PHIH, and to review HUMH 390 for C and G). I apologize for the relative lateness of these proposals, despite my strong encouragement last spring for any new courses. I hope we are able to get the HUMH 390 on the books in time to serve the students in the honors program.

Please let me know if you have any concerns or questions.

Grant



PHIH 216.doc FORM A Arts Sciences-Honors.doc HUMH 390 Silk Road.doc

Dr. Grant Snider
Academic Head, Humanities Department
Ferris State University
JOH 117
1009 Campus Drive
Big Rapids, MI 49307
Phone: 231.591.3675
Facsimile: 231.591.2188