Please type or select the requested information. Print completed forms, add appropriate paper attachments, and route through MSU's curricular process for recommendations and decisions.

College: Social and Behavioral Sciences  □ Undergraduate
Department: History  □ Graduate
Program: □ CIP #
Type of Change: GEN. ED./CULTURAL DIVERSITY PROPOSALS
Previously Proposed: New General Education Course
Title: Introduction to Traditional East Asian Civilizations
24-Char. Abbrev: 

Include a course or program description for the Bulletin (30-40 words maximum for courses, 100 for programs):

A survey of traditional East Asian civilizations -- particularly China and Japan -- from the beginning to the 19th century.

Rationale or Justification for Change:
Currently, there is no traditional East Asian civilization course in the History Department. In the World Civilizations courses, East Asian part is only a very small portion. Without sufficient basic knowledge about East Asian tradition, it becomes very difficult for students to take 400-level modern East Asian courses.

***For General Education or Cultural Diversity Courses Only***

<table>
<thead>
<tr>
<th>GE Category #</th>
<th>GE Category Name (Maximum of 3 Categories)</th>
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<tbody>
<tr>
<td>5</td>
<td>History and the Social and Behavioral Sciences</td>
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<tr>
<td>8</td>
<td>Global Perspective</td>
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For Writing Intensive Courses, attach a description of the kind and quantity of writing.

For Upper Division Courses, include a description of the respects in which it is broad and general rather than narrow and specific, and so suitable as GE.

Attach paper copies of the following:

a. Syllabus or course outline.
b. Course's student learning outcomes associated with each GE competency or CD designation.
c. List of strategies to be used to assess students' achievement of each GE competency or CD designation.

***For New Courses***

(Check all that apply)  Instructional Type: [ ] Lecture [ ] Grade P/N

Course is an elective.
Course is required for program
Pre- or Co-requisites:
Other courses are being changed or eliminated. (Explain.)

Course will be offered:
[ ] Fall Semester
[ ] Spring Semester
[ ] Summer Session

[ ] Course content or title is similar to courses in other departments. (Attach copy of letter of agreement with other program(s) contacted. Indicate the nature of the discussions and/or resolution of differences or potential conflicts.)

Attach paper copies of the following:

a. Syllabus or course outline.
b. Course's student learning outcomes.
c. A list of resources required to offer and support this course.
d. A description of how teaching this course will affect department staffing.
e. If 400/500 level course, an explanation of added expectations of graduate students.
### For Program Proposals

Attach paper copies of the following:
- a. Student learning outcomes for the program.
- b. Minutes from department and college curriculum meetings in which action was taken on this proposal.
- d. List of program requirements for New programs, or a list of Current and Proposed program requirements for Redesigned programs.
- e. A list of resources required to offer and support this program.
- f. A description of how offering this program will affect department staffing.
- g. A list of additional library holdings required for this program.

Please include rationale for any proposed changes in number of program credits.

### For Programs Requiring MnSCU Approval

If any of the following changes are proposed, please fill out and attach MnSCU Program Approval Forms, which are available on the Academic Affairs Web site: [http://www.mnsu.edu/acadaf/html/currformsprocesses.htm](http://www.mnsu.edu/acadaf/html/currformsprocesses.htm)

1. **Creation** of an entirely new program.
2. **Redesign** of existing programs, which takes any of the following forms:
   - Addition or deletion of a program option. Options are part of program design in which 30-50% of the courses are required as part of a common core for all students, and which offers curriculum alternatives greater than 30% of the total number of credits in the major. Options are appropriate to baccalaureate or masters programs.
   - Addition or deletion of a program emphasis. Emphasis are part of program design in which more than 50% of the courses are required as part of a common core for all students, and which offers curriculum alternatives with a minimum of nine credits. Emphasis are appropriate to associate and baccalaureate programs.
   - Change in program name.
   - Change in program CIP #.
   - Change in TOTAL program credits.
   - Change in degree award. For example, changing a B.A. to B.S.
   - Creation of a new degree award in a related academic area. Examples include creation of a certificate program from an existing degree program, or a new degree program from an existing degree program (e.g., Art History BA from Art BA.)
3. **Relocation** of an existing program. This is a proposal to move an existing program from one site to be exclusively offered at another site, and requires closing the program offered at the original site. For example, a program offered both on-campus and through extended campus is to be offered only at the extended campus site.
4. **Replication** of an existing program. This is a proposal to offer an existing program at a new site, which may be an existing MnSCU-approved site, or another campus of the same institution. Replicated programs are offered at both the original site and the new location.
5. **Suspension** or reinstatement of a program. This proposal suspends admission of students into an existing program, and is good for three years. Reinstatement proposals request the reopening of student admissions into a given program.
6. **Closure** of a program. This proposal requests closure of an existing program and its from an institution's official inventory of academic programs. Unless a department seeks to re-open a suspended program, it should be closed within three years of suspension.
# Signature Page

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<th>Department</th>
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[Signature]  
Department Chair  
Date

Comments:

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<th>College Curriculum Committee</th>
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[Signature]  
Committee Chair  
Date

Comments: Approved pending clarification on connection between course objectives and the qualifying criteria for Cultural Diversity related courses.

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Dean  
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General Education Subcommittee Chair  
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Faculty Association Graduate Chair  
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Graduate Dean  
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[Signature]  
Assistant Vice President  
Date

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<th>Senior Vice President and Vice President for Academic Affairs</th>
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[Signature]  
Sr. Vice President / Vice Pres. Academic Affairs  
Date

Comments:
B. Course’s Student’s Learning Outcome:
The study of traditional East Asian civilizations should not only provide students with broadly defined goals and purposes but with more specific goals as well:
1. Students will understand the methods and data of historians and utilize historical sources to understand East Asian history before the 19th century.
2. Students will critically understand the value of using a variety of methodologies and theories of social and behavioral scientists to analyze history.
3. Students will know the significant historical questions raised about major East Asian civilizations before the 19th century.
4. Students will be able to describe the major East Asian cultures before the 19th century physically, politically, economically, socially, religiously, and culturally.
5. Students will be able to compare and contrast East Asian cultures with Western cultures using physical, political, economic, social, religious, and cultural information.
6. Students will be able to analyze data on social and cultural changes in each of the major East Asian civilizations before the 19th century.
7. Students will be able to analyze the positive and negative interactions between East Asian cultures and outside cultures before the 19th century illustrating how cultural, economic, social and political differences affected those interactions.
8. Students will understand the continuum of culture which connects events and cultures of the past to East Asia and the world of today.
9. Students will be able to understand and respect the unique qualities of East Asian cultures and also the common human bonds between all cultures.

C. A list of resources required to offer and support this course.
No additional resources are required for this course.

D. A description of how teaching this course will affect department staffing.
There is already Asian historian in the History Department. So it will not affect department staffing.

E. If 400/500 level course, an explanation of added expectations of graduate students.
N/A. This is a 100-level course.

F. Course’s student learning outcomes associated with each GE competency.
See the attachments

G. List of strategies to be used to assess students’ achievement of each GE competency.
See the attachments.
Introduction to Traditional East Asian Civilizations

Instructor: Peng, Tao
Office: MH 221J
Office Phone: (507) 389-1611
Office Hours: 11:00am-12:00pm MW, 2:00pm-3:00pm MW, and 5:00pm-6:00pm T; or by appointment
Classroom: MH 0212
Class Hours: 12:00pm-1:50pm MW

Course Objectives:

The study of traditional East Asian civilizations should not only provide students with broadly defined goals and purposes but with more specific goals as well:

1. Students will understand the methods and data of historians and utilize historical sources to understand East Asian history before the 19th century.
2. Students will critically understand the value of using a variety of methodologies and theories of social and behavioral scientists to analyze history.
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9. Students will be able to understand and respect the unique qualities of East Asian cultures and also the common human bonds between all cultures.

Course Description and Exams:

This course is about pre-modern East Asian history—particularly China and Japan—from the beginning to the 19th century. The topics examined in the course include the origins of East Asian civilizations, the age of philosophers in China, the making of the Chinese empire, China during the period of disunity, the cosmopolitan civilization of the Sui and tang, Heian Japan, achievement and disaster in the Song and Yuan dynasties, new imperial splendor in the Ming dynasty, Japan in the Kamakura period, Ashikaga Shogunate and the period of unification in Japan, China under the Manchus, Tokugawa Japan, and the first encounters between East Asia and modern Europe.
The class will meet twice per week for lecture and discussion following the list of topics included in the Class Schedule. Listed in the following pages are the lecture topics and reading assignments. “Required Readings” are to be completed as preparation for the lecture under which the assignments appear. Regular attendance is a requirement in this course. It is also helpful to take notes in class. Attendance will be taken in each class and will figure in your class participation grade.

There will be three (3) exams based on the lectures, text reading, and supplementary assignments. There also will be three (3) quizzes.

Eligibility for a make-up exam will require the student to present written verification of illness from a doctor or the university health clinic. Students who are representing the university in special academic or sporting events which conflict with regularly scheduled exams will also be eligible for make-up exams so long as they present appropriate documentation from coaches or advisors prior to the exam date. Make-up exams will be given at a time to be agreed upon between the student and the instructor.

**Grading Distribution:**

Attendance and Participation: 10 points. Each unexcused absence will lead to marking off 1 point.

Three Quizzes: 15 points (5 points each)

Three Exams: 75 points (25 points each)

Final grades will be assigned on the following points:

- A - 93-100
- B - 84-86
- C - 74-76
- D - 64-66
- A- - 90-92
- B- - 80-83
- C- - 70-73
- D- - 60-63
- B+ - 87-89
- C+ - 77-79
- D+ - 67-69
- F - below 60

**Academic Honesty:**

All students are responsible for maintaining the highest standards of honesty and integrity in every phase of their academic careers. The penalties for academic dishonesty are severe and ignorance is not an acceptable defense.

**Textbook Readings:**


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### Tentative Course Schedule*

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Required Readings</th>
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* The class schedule is subject to change at my discretion.
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Reading Material</th>
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<tr>
<td>Exam</td>
<td>Final Exam</td>
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</table>
Course's student learning outcomes associated with each GE competency and list of strategies to be used to assess students' achievement of each GE competency.

Category #5 – History and the Social and Behavioral Sciences

**Competency a:** Students will be able to employ the methods and data that historians and social and behavioral scientists use to investigate the human condition.

Course Outcomes
1. Students will understand the methods and data of historians and utilize historical sources to understand East Asian history before the 19th century.
2. Students will critically understand the value of using a variety of methodologies and theories of social and behavioral scientists to analyze history.
3. Students will be able to describe the major East Asian cultures before the 19th century physically, politically, economically, socially, religiously, and culturally.

Assessment measures:
   Discussion and tests

**Competency b:** Students will be able to examine social institutions and processes across a range of historical periods and cultures.

Course Outcome
4. Students will be able to analyze data on social and cultural changes in each of the major East Asian civilizations before the 19th century.

Assessment measures:
   Discussion and tests

**Competency c:** Students will be able to use and critique alternative explanatory systems or theories.

Course Outcome
5. Students will know the significant historical questions raised about major East Asian civilizations before the 19th century.

Assessment measures:
   Tests

**Competency d:** Students will be able to develop and communicate alternative explanations or solutions for contemporary social issues.

Course Outcome
6. Students will be able to compare and contrast East Asian cultures with Western cultures using physical, political, economic, social, religious, and cultural information.
8. Students will understand the continuum of culture which connects events and cultures of the past to East Asia and the world of today.

Assessment measures:
Discussion and tests

General Education Category #8 – Global Perspective

Competency a: Students will be able to describe, analyze, and evaluate political, economic, humanistic, artistic, social, and cultural elements which influence relations of nations and peoples in their historical and contemporary dimensions.

Course Outcomes:
3. Students will know the significant historical questions raised about major East Asian civilizations before the 19th century.
4. Students will be able to describe the major East Asian cultures before the 19th century physically, politically, economically, socially, religiously, and culturally.
6. Students will be able to analyze data on social and cultural changes in each of the major East Asian civilizations before the 19th century.
7. Students will understand the continuum of culture which connects events and cultures of the past to East Asia and the world of today.

Assessment measures:
Discussion and tests

Competency b: Students will be able to demonstrate knowledge of cultural, social, religious, and linguistic differences.

Course Outcomes:
4. Students will be able to describe the major East Asian cultures before the 19th century physically, politically, economically, socially, religiously, and culturally.
5. Students will be able to compare and contrast East Asian cultures with Western cultures using physical, political, economic, social, religious, and cultural information.

Assessment measures:
Discussion and tests

Competency c: Students will be able to analyze specific international problems illustrating cultural, economic, artistic, humanistic, social, and political differences that affect their solutions.

Course Outcomes:
7. Students will be able to analyze the positive and negative interactions between East Asian cultures and outside cultures before the 19th century illustrating how cultural, economic, social and political differences affected those interactions.
Assessment measures:
Discussion and tests

**Competency d:** Students will be able to understand the role of a world citizen and the responsibility world citizens share for their common global future.

Course Outcomes:
9. Students will be able to understand and respect the unique qualities of East Asian cultures and also the common human bonds between all cultures.

Assessment measures:
Discussion and tests
Statement of HIST 160's Connection with Related Cultural Diversity Course:

The following course objectives of Introduction to Traditional East Asian Civilizations (HIST 160) meet the requirement of the related cultural diversity course:

Course Objective 5: Students will be able to compare and contrast East Asian cultures with Western cultures using physical, political, economic, social, religious, and cultural information.

Course Objective 7: Students will be able to analyze the positive and negative interactions between East Asian cultures and outside cultures before the 19th century illustrating how cultural, economic, social and political differences affected those interactions.

Course Objective 8: Students will understand the continuum of culture which connects events and cultures of the past to East Asia and the world of today.

Course Objective 9: Students will be able to understand and respect the unique qualities of East Asian cultures and also the common human bonds between all cultures.

These above course objectives show that HIST 160 is a related cultural diversity course. It is at least 25% devoted to a global perspective on topics related to African American, Asian, Hispanic, and Native American inhabitants of the United States when the course compares the East Asian cultures with Western cultures, connects events and cultures of the past to East Asia and the world of today, analyzes the interaction between East Asian cultures and the outside cultures, and explores the uniqueness of East Asian cultures and the common human bonds between all cultures.
Statement of HIST 160's Connection with Related Cultural Diversity Course:

The following course objectives of Introduction to Traditional East Asian Civilizations (HIST 160) meet the requirement of the related cultural diversity course:

Course Objective 5: Students will be able to compare and contrast East Asian cultures with Western cultures using physical, political, economic, social, religious, and cultural information.

Course Objective 7: Students will be able to analyze the positive and negative interactions between East Asian cultures and outside cultures before the 19th century illustrating how cultural, economic, social and political differences affected those interactions.

Course Objective 8: Students will understand the continuum of culture which connects events and cultures of the past to East Asia and the world of today.

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