

Course Submission Form

Instructions: All courses submitted for the Common Core must be liberal arts courses. Courses submitted to the Course Review Committee may be submitted for only one area of the Common Core and must be 3credits. STEM waiver courses do not need to be approved by the Course Review Committee. This form should not be used for STEM waiver courses.

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Current Status Approved	Course Selected: Subject EAST (EAST - East Asian Studies) Catalog Nbr 132	

Course Revision & College	
Form Submission Revised Submission	College Queens College
Please describe revisions that have been made to this course Revised submission.	

Course Data		
Course ID 006374	Subject EAST (EAST - East Asian Studies)	Catalog Nbr 132
Catalog Status Approved	Contact Hours 3	No. of Credits 3
CourseTitle Civilization of Korea		
Course Description An introduction to Korean civilization. Topics explored include religion, philosophy, literature, art, architecture, and music, and social and political issues in a historical framework. No knowledge of Korean required. All readings and coursework will be in English.		
Department Classical, Middle East & Asian Languages		
Pre-Requisites/Co-Requisites		

Course Syllabus [Attachment Filename(s)]
EAST_132_Syllabus,_Attachments.docx
EAST_132_Syllabus,_Attachments_Mar17,2023.docx

Location(Required or Flexible) and Learning Outcomes	
REQUIRED	FLEXIBLE
English Composition <input type="checkbox"/>	World Cultures & Global Issues <input checked="" type="checkbox"/>

Math & Quantitative Reasoning
Life and Physical Sciences

US Experience in its Diversity
Creative Expression
Individual and Society
Scientific World

Learning Outcomes: Questions

*** 1. Gather, interpret, and assess information from a variety of sources and points of view.**

Learning Outcomes: Responses

The students examine, interpret, and evaluate major academic articles, primary sources, and aesthetic works from diverse perspectives facilitated by dynamic course materials, which ultimately inform the students of what civilizations have been in modern Korea. The materials encompass scholarly publications to journalistic writings, short to long written or visual forms, and high arts to popular genre products. Throughout the course, the students are not only led by these various sources but also invited to actively express their unique points of view as they conduct assignments such as an individual project of "Critical Reading Response & Presentation" and a group project of "Annotated Bibliography & Presentation."

This course, EAST 132 Civilization of Korea that explores civilizations achieved by non-Western societies, encourages the students to challenge any pre-given assumptions of civilizations that center on the West and see the significance of diverse perspectives and approaches to have a more deep and nuanced understanding of the social, cultural, and political practices that human beings have been implementing. Students' achievements are detected and evaluated through in-class discussions on readings, audiovisual materials, weekly assignments (Pre-class Reading or Viewing Reports, Post-class Reviews), and a final essay exam.

For detailed questions and guidelines and grading rubrics, please see "Syllabus, Attachments."

*** 2. Evaluate evidence and arguments critically or analytically.**

The students actively participate in in-class discussions, weekly assignments that consist of pre-class reading or viewing reports and post-class reviews, and individual and group projects to develop their critical and analytical skills to evaluate evidence and arguments in scholarly debates, journalistic issues, and their colleagues' writings. The group presentation of "Annotated Bibliography & Presentation" is designed to equip students with critical thinking skills and analytic reading and writing skills while collaborating and cooperating each other. The students learn how to evaluate the authors' arguments and reasoning processes by participating in group discussions and giving comments on each other's work. Students are given detailed guidelines and asked to submit step-by-step progress reports to develop and complete the project, "Annotated Bibliography & Presentation." Each student in the group is responsible for independently annotating two or three pieces of academic or research text, such as journal articles or book chapters. They should first complete their own work, then the group's larger annotated bibliography should be compiled by bringing all of those together.

For detailed questions and guidelines and grading rubrics, please see "Syllabus, Attachments."

*** 3. Produce well-reasoned written or oral arguments using evidence to support conclusions.**

The students engage in oral and written presentations which are all central requirement of the course. The students participate in both extensive and intensive learning activities such as in-class discussions, presentations, pre-class reading reports, and post-class reviews. For example, in conducting "Critical Reading Response & Presentation," students create discussion questions related to major debates and issues in course readings or critical concepts. They will give a presentation about their learning and analysis, and their questions are examined and discussed with other students after the presentation.

These learning activities are designed to demonstrate the students' well-wrought written and oral arguments developed by logical reasonings and supported by convincing ideas and evidential materials. The course uses a grading rubric to evaluate them.

For detailed questions and guidelines and grading rubrics, please see "Syllabus, Attachments."

4. Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring world cultures or global issues, including, but not limited to, anthropology, communications, cultural studies, economics, ethnic studies, foreign languages (building upon previous language acquisition), geography, history, political science, sociology, and world literature.

The students learn key concepts and major research methods that are required to comprehend modern civilization in non-western societies. The concepts and methods to be explored are civilization, modern, modernity, modernization, colonialism, postcolonialism, the Cold War, the global geopolitical system, transnationalism, and digital cultural and political flows. By reading, analyzing, and evaluating theoretical articles that take interdisciplinary approaches to civilizations, the students fully understand key terms and further apply research methods, such as investigating primary sources of newspaper articles and theoretical approaches based on postcolonialism, gender and racial studies, to their own works in individual assignments and group projects.

In conducting a group project of an annotated bibliography, students are asked to actively and critically engage with world cultures and global issues such as colonial modern experiences, post-colonial national democracy movements, gender, racial, and ethnic inequalities in the processes of globalization, and shifting of hierarchy in transnational cultural flows. And, at the end of the course, students take an essay exam that requires them to review all the fundamental concepts, theoretical debates, and interdisciplinary research methods. They are asked not only identify these key concepts and major methods but also to apply them to their own critique on issues and findings of other case studies.

For detailed questions and guidelines and grading rubrics, please see "Syllabus, Attachments.

5. Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view.

The students fully investigate global cultural and social diversities as they trace the processes of non-Western civilization. They not only discuss what was and is civilization in modern and contemporary Korea but also have nuanced understandings of dissenting scholarly or public viewpoints on contentious political issues between North Korea and South Korea and the historical cultural developments of discrete political systems in the two states. In addition, course readings and class activities, which consist of both English-language scholarship and English translations of Korean local scholars' works, provide students with multiple viewpoints to see various approaches and tools to examine global civilizations and socio-cultural diversities. The course uses a grading rubric to evaluate the students' progress in developing analytical and critical thinking skills essential to engage diverse perspectives.

For detailed questions and guidelines and grading rubrics, please see "Syllabus, Attachments."

<p>6. Analyze the historical development of one or more non-U.S. societies.</p>	<p>The students examine modern civilization of Korean within the broad historical context of colonialism, postcolonialism, the Cold War, authoritarianism, and neoliberalism. All course readings, class activities, and assignments equip students with historically-informed and culturally-nuanced understanding of the development of post-colonial nation-states in Asia under Cold War ideology and political and cultural rivalry developments of North and South Korean civilizations. In addition, during the weeks that deal with the development of South Korean culture industry and its global impacts, students compare and contrast the transnational co-presence of Korean popular culture usually called the Korean Wave and American popular culture, by engaging with theoretical concepts of globalization, cultural nationalism, cultural imperialism, soft power, and worlding and re-worlding.</p> <p>For detailed questions and guidelines and grading rubrics, please see "Syllabus, Attachments."</p>
<p>7. Analyze the significance of one or more major movements that have shaped the world's societies.</p>	<p>The public-led democracy movements and social movements are the major course themes in EAST 132 Civilization of Korea. The students discuss the May 18 Gwangju Uprising in 1980 and the Candlelight Vigil Protests that have continued since 2012 in South Korea, analyzing the rare archival documents and survivors or activists' memoirs as well as reading scholarly works. By taking the Gwangju Uprising and Candlelight Protests as major events in world histories, students thoroughly comprehend the significance of the public's participation in initiating social movements, creating alternative public spheres built by new technology and tools, and bringing politically meaningful changes to the global societies. Students' learning outcomes will be demonstrated and evaluated through a pre-class reading assignment, a post-class review, and an in-class discussion on archival materials collected by civilians.</p> <p>For detailed questions and guidelines and grading rubrics, please see "Syllabus, Attachments."</p>

<p>8. Analyze and discuss the role that race, ethnicity, class, gender, language, sexual orientation, belief, or other forms of social differentiation play in world cultures or societies.</p>	<p>The students pay serious consideration to different formations of gender, sexuality, race, ethnicity, class, and language through readings, structured debates, and aesthetic texts. For example, they discuss historically highly contentious issues of gender norms and national identities by investigating primary sources and literary works related to the emergence of a "new woman" in colonial Korea under Japanese imperialism. The students see how different social or biological characters have challenged pre-existing or dominant understandings of gender, sexuality, race, ethnicity, class, language, and belief system. These topics are dealt with in course readings, and students reflect them in their weekly assignments (Pre-class Reading or Viewing Reports, Post-class Reviews) that consist of a pre-class reading or viewing report and a post-class review.</p> <p>For detailed questions and guidelines and grading rubrics, please see "Syllabus, Attachments."</p>
<p>9. Speak, read, and write a language other than English, and use that language to respond to cultures other than one's own.</p>	
<p>A. If there is a change to the course title, what is the new course title?</p>	
<p>B. If there is a change to the course description, what is the new course description?</p>	
<p>C. If there is a change to the pre-requisites and/or co-requisites, what are the new pre-requisites and/or co-requisites?</p>	

<p>Chair (Approver) Comments</p>
<p>Comments Meets SLOs.</p>