



**FOR APPROVAL**

**PUBLIC**

**OPEN SESSION**

**TO:** UTM Academic Affairs Committee

**SPONSOR:** Amrita Daniere, Vice-Principal, Academic & Dean  
**CONTACT INFO:** 905-828-3719, [vpdean.utm@utoronto.ca](mailto:vpdean.utm@utoronto.ca)

**PRESENTER:** Professor Heather Miller, Vice-Dean, Teaching & Learning  
**CONTACT INFO:** 905-569-4768, [vdteachlearn.utm@utoronto.ca](mailto:vdteachlearn.utm@utoronto.ca)

**DATE:** April 26, 2021 for May 3, 2021

**AGENDA ITEM:** 3

**ITEM IDENTIFICATION:**

Major Modification: New Freestanding Minor in Chinese Language and Culture, UTM

**JURISDICTIONAL INFORMATION:**

Under section 5.6 of its terms of reference, the Academic Affairs Committee is responsible for “major and minor modifications to existing degree programs. All major modifications shall be reported annually for information to the appropriate body of Governing Council”.

**GOVERNANCE PATH:**

1. Academic Affairs Committee [For Approval] (May 3, 2021)

**PREVIOUS ACTION TAKEN:**

No previous action was taken on this proposal.

**HIGHLIGHTS:**

The Department of Language Studies (DLS) at the University of Toronto Mississauga (UTM) is proposing a new freestanding minor in Chinese Language & Culture (CLC) effective September 2021. Building upon the Department’s existing Chinese language and culture courses in Modern Standard Mandarin Chinese (Chinese, henceforth), the proposed CLC Minor will strengthen language programming and enhance the global and cross-cultural academic options available to UTM students.

Responding to a rise in interest from UTM students who recognized the growth and globalization of the public and private sectors and coupled with the growing international student population, DLS has been offering Chinese language and culture courses for both non-native and advanced speakers for some time. With strong, steady course enrolments, increased international student

numbers, and job market demand for professionals with training and understanding of Chinese language and culture, a minor program in this area would allow DLS to leverage their expertise to the full advantage of UTM students and the larger external UTM community.

This proposed new program will require 4.0 credits and is aimed at students who possess near-native language proficiency in Chinese, providing an academic pathway for students to pursue Chinese studies through a recognized program that is part of their degree. This formal acknowledgement of their achievement will be an asset for students who wish to pursue careers in areas such as business, government, diplomacy, journalism, education, and cultural exchange, where proficiency in Chinese language and culture is indispensable.

**FINANCIAL IMPLICATIONS:**

There are no net implications for the campus' operating budget.

**RECOMMENDATION:**

Be It Resolved,

THAT the proposed new freestanding Minor in Chinese Language and Culture, offered by the Department of Language Studies, UTM, recommended by Vice-Principal, Academic & Dean, Professor Amrita Daniere, and described in the proposal dated April 7, 2021, be approved, effective September 1, 2021.

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**DOCUMENTATION PROVIDED:**

Major Modification Proposal: New Freestanding Minor in Chinese Language and Culture, UTM

# University of Toronto

## Major Modification Proposal:

### New Freestanding Minor Where There is No Existing Specialist or Major

This template should be used to bring forward all proposals for major modifications of this type for governance approval under the University of Toronto's Quality Assurance Process.

<b>What is being proposed:</b> please specify exactly what is being proposed; i.e., a new freestanding minor (where there is no existing specialist or major) in...	A new freestanding Minor Program in Chinese Language & Culture
<b>Department/unit (if applicable):</b>	Department of Language Studies
<b>Faculty/academic division:</b>	University of Toronto Mississauga
<b>Faculty/academic division contact:</b>	Amrita Daniere Vice-Principal Academic & Dean, UTM <a href="mailto:vpdean.utm@utoronto.ca">vpdean.utm@utoronto.ca</a>
<b>Dean's Office Contact:</b>	Yen Du Program & Curriculum Officer <a href="mailto:yen.du@utoronto.ca">yen.du@utoronto.ca</a>
<b>Department/unit contacts:</b>	Emmanuel Nikiema Chair, Department of Language Studies <a href="mailto:emmanuel.nikiema@utoronto.ca">emmanuel.nikiema@utoronto.ca</a>
<b>Version date:</b> please change as you edit this proposal.	April 19, 2021

## Summary

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- Please provide a brief summary of what is being proposed including:
  - ▶ a clear statement of the relationship of this to other programs
  - ▶ the impetus for its development in brief
  - ▶ any distinctive elements

This is a proposal to introduce a new freestanding **Minor Program in Chinese Language & Culture** (CLC), to be offered in the Department of Language Studies (DLS) at the University of Toronto Mississauga (UTM). The Department of Language Studies at UTM is a trans-disciplinary unit that offers academic programming in international language education, within a variety of educational frameworks and approaches, such as theoretical and applied linguistics; language, literature, and culture; education and

language teaching; and global fluency and leadership. Language education and cultural awareness within DLS reflects UTM's international population and multi-cultural location and include programs and courses in Arabic, Chinese, English, French, German, Greek, Hindi, Italian, Latin, Persian, Punjabi, Sanskrit, Spanish, and Urdu. Recent initiatives in global fluency and leadership further highlight the unit's commitment to promoting cultural understanding as well as equity, diversity and inclusion. The proposed CLC Minor program will build upon the existing Chinese language and culture courses in Modern Standard Mandarin Chinese (Chinese, henceforth) offered by DLS to strengthen the Department's language programming by enhancing the global and cross-cultural academic options available to UTM students.

Responding to a rise in interest from UTM students who recognized the growth and globalization of the public and private sectors and coupled with the growing international student population, DLS has been offering Chinese language and culture courses for both non-native and advanced speakers for some time. With continued growth and interest in the field, DLS has enhanced and expanded their offerings, now offering 21 courses in Chinese at all levels of instruction for students who range across new learners, heritage speakers and native or near-native speakers. With strong, steady course enrolments, increased international student numbers, and job market demand for professionals with training and understanding of Chinese language and culture, a minor program in this area would allow DLS to leverage their expertise to the full advantage of UTM students and the larger external UTM community.

## Effective Date

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The proposed CLC Minor will welcome its first cohort of students in September 2021.

## Academic Rationale

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- Describe what is being proposed and why.
- If relevant, describe the mode of delivery (including online) and how it is appropriate to support students in achieving the learning objectives of the program.
- Context
  - ▶ Discuss how the program addresses the current state of the discipline or area of study. (Identify pedagogical and other issues giving rise to the creation of this program. Where appropriate, speak to changes in the area of study or student needs that may have given rise to this development.
  - ▶ Describe the consistency of the program with the University's mission and unit/divisional academic plan and priorities.
- Distinctiveness
  - ▶ Identify any distinctive/innovative aspects of the proposed minor.

- ▶ As appropriate, speak to similar offerings elsewhere at the University of Toronto or at other universities.

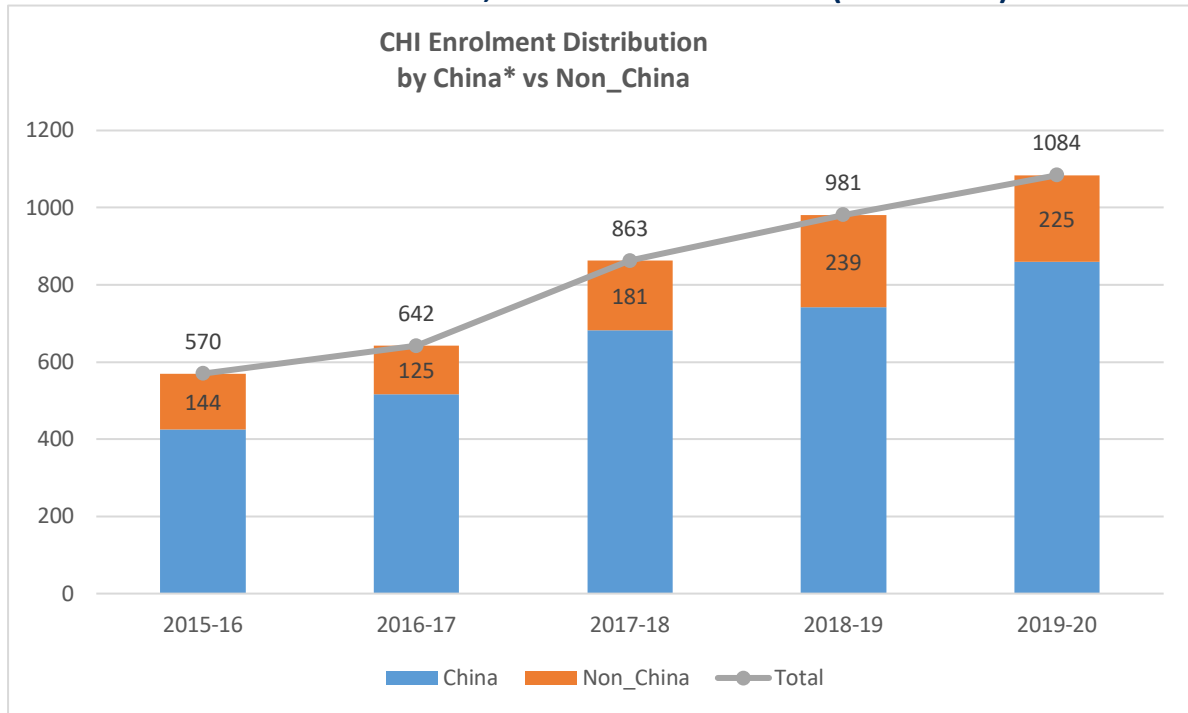
The proposed new Minor Program in Chinese Language and Culture is a freestanding minor that responds to the interest of UTM students, responds to demand from the workforce, and reinforces the expertise of the Department of Language Studies in language and culture education as well as global fluency and leadership at UTM. This proposed new program, aimed at students who possess near-native language proficiency in Chinese<sup>1</sup>, will provide an academic pathway for students who are already completing these courses to pursue Chinese studies through a recognized program that is part of their degree. This formal acknowledgement of their achievement will be an asset for students who wish to pursue careers in areas such as business, government, diplomacy, journalism, education, and cultural exchange, where proficiency in Chinese language and culture is indispensable.

Since 2015, enrollments in Chinese courses have steadily increased, almost doubling from 570 students in 2015-2016 to 1084 in 2019-2020<sup>9</sup> (See Chart 1 – CHI Course Enrolments, International Chinese (2015-2020) below). The chart below also illustrates the enrolment growth of students whose citizenship country is China in the same time period (from 426 to 859). There has been steady strong demand and growth even in the absence of a formal program in Chinese.

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<sup>1</sup> The courses offered in the proposed program require that students have near-native proficiency level in Chinese so that they could be fully engaged in course materials and lectures conducted in Chinese.

**Chart 1 –CHI Course Enrolments, International Chinese (2015-2020)**



Data Source: UTBI, Courses

\* China as citizenship country regardless of fee schedule

The CLC Minor will effectively complement current programs at UTM that, by design, encourage the development of a high level of proficiency in languages in addition to English. Programs in areas such as Linguistics, History, International Affairs, Management, Anthropology, and Communication (ICCIT) highlight a global perspective and emphasize the importance and benefit in language acquisition and cultural awareness. Students who pair one of these programs with the proposed CLC Minor will have a demonstrable and distinct bicultural competence in Chinese and English, positioning them well for both graduate studies and employment.

There are no similar programs currently being offered at the University of Toronto. Programs that contain some overlap in subject area exist in the Department of East Asian Studies (EAS) at the Faculty of Arts and Science (St George campus), which offers a Specialist, Major, and Minor in East Asian Studies where Chinese can be studied as a language in conjunction with a wide range of Humanities courses on the history, societies, and cultures of Asia<sup>2</sup>. In the Minor program in East Asian Studies, students complete core introductory courses on Modern East Asia and 3.0 credits on Asian society and culture. While there is a strong cultural component to this Minor program, there is no Chinese language, linguistics, or cross-cultural focus. This is in contrast to the proposed CLC minor at UTM.

Three years ago, the University of Toronto Scarborough (UTSC) introduced a Minor Program in English and Chinese Translation<sup>3</sup> that is designed to equip students with the fundamental theoretical knowledge and practical skills required in the translation field. While the UTSC minor focuses on the field of translation, specifically English-Chinese, UTM's proposed CLC Minor provides more breadth across Chinese language, culture and literature.

Outside of U of T, Seneca College offers several stand-alone courses to learn conversational Chinese<sup>4</sup>, York University teaches courses in Chinese literature in tandem with language courses<sup>5</sup>, and Ryerson University offers first, second and third-year language courses but does not have a program in Chinese<sup>6</sup>.

There is no comparable program in Chinese Language & Culture within the Greater Toronto Area (GTA) that is intended to provide advanced language learners with training in advanced linguistic knowledge, cultural competence, and cross-cultural understanding. Having a Chinese Language & Culture Minor situated within the globally-minded Department of Language Studies uniquely equips this program with the expertise and experience to accomplish this.

By providing students with exposure to Chinese language and culture, the CLC Minor will support UTM's vision to create a shared identity built on community and communication. As mentioned in the *2017 Academic Plan*, UTM strives to foster an academic culture attuned to the larger community to which our students belong, and to prepare students to be future leaders and global citizens: "Appreciating and understanding different cultures, histories and points of view are essential elements of global awareness and are necessary in order to recognize different perspectives in a multicultural region, such as the one we live and work in" (p.14).<sup>7</sup>

The CLC Minor not only suits the collective goal of DLS, but also builds on existing teaching and research strengths within the Department. The current Chinese Language and Culture faculty and instructors are trained in a variety of academic disciplines including Chinese linguistics and second language pedagogy (Prof. Chiu-Hung Chen), educational technology and translation, Chinese classical literature and translation, Chinese cultural studies, and modern Chinese literature and Chinese Canadian literature. The collective teaching experiences and research interests of the faculty and teaching staff would support our students with a vibrant and diverse curriculum.

First-generation Chinese-speaking international students constitute a significant portion of our student pool (between 75% and 81% of total course enrolments since 2015, see Chart 2

<sup>2</sup> <https://fas.calendar.utoronto.ca/section/East-Asian-Studies>

<sup>3</sup> <https://www.utsc.utoronto.ca/cfl/englishchinese-translation>

<sup>4</sup> <http://www.senecacollege.ca/confucius-institute/conversational-chinese-courses.html>

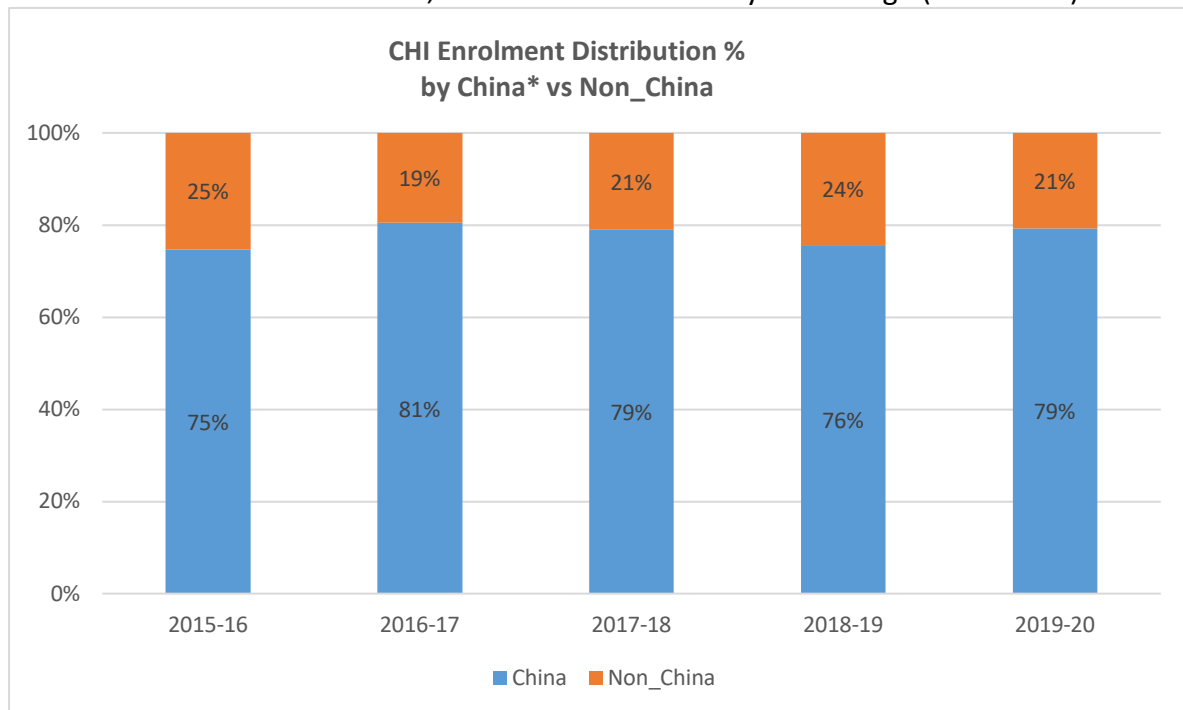
<sup>5</sup> <http://chinese.dlil.laps.yorku.ca/courses/course-descriptions/>

<sup>6</sup> <https://ce-online.ryerson.ca/ce/default.aspx?id=3215>

<sup>7</sup> [https://www.utm.utoronto.ca/dean/sites/files/dean/public/shared/UTM\\_AcademicPlan\\_V1C.pdf](https://www.utm.utoronto.ca/dean/sites/files/dean/public/shared/UTM_AcademicPlan_V1C.pdf)

– CHI Course Enrolments by Percentage, below). While the representation of international Chinese students remains relatively steady, course enrolments have increased (see Chart 1 above) as well as the number of distinct course offerings in Chinese, from 9 half-credit offerings in 2015-2016 to 15 half-credit offerings in 2019-2020 (see Table 1 – CHI Half-Credit Course Offerings by Academic Term (2015-2020) below). Chinese courses are often enrolled to capacity with a healthy waitlist. This demonstrates a strong interest and demand from the UTM student population, which this proposed program will respond to directly (see Need and Demand Section below).

Chart 2 - CHI Course Enrolments, International Chinese by Percentage (2015-2020)



Data Source: UTBI, Courses

\* China as citizenship country regardless of fee schedule

Table 1 – CHI Half-Credit Course Offerings by Academic Term (2015-2020)

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
<b>Fall</b>	3	6	7	8	8
<b>Winter</b>	4	3	6	7	6
<b>Summer</b>	2	2	2	2	1
<b>TOTAL</b>	<b>9</b>	<b>11</b>	<b>15</b>	<b>17</b>	<b>15</b>

Data Source: UTBI, Course



## Need and Demand

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- Provide a brief description of the need and demand for the proposed minor focusing, as appropriate, on student interest, societal need, employment opportunities for prospective graduates, accreditation requirements.

As discussed above, the proposed CLC Minor responds directly to increased interest from UTM students. Over the past six (6) years, not only has enrolment in CHI courses increased significantly (see Chart 1, above) but the range of offerings has as well. The Department of Language Studies began Chinese course offerings with limited language courses in 2011. With strong enrolments in these basic introductory courses, DLS has been able to expand their suite of Chinese course offerings to accommodate native and non-native speakers, introduce Chinese culture and linguistic courses, and even create targeted courses to develop professional skills for job application after graduation (e.g. CHI310H5 Business Chinese). With this growth and expansion, students are now looking for opportunities to synthesize their learning from these courses and capitalize on this knowledge and training in both industry and graduate studies. A formal program in Chinese Language and Culture would accomplish this as well as provide an acknowledgement of their academic work.

With globalization and cross-cultural communication becoming increasingly important, there is a growing need for a professional understanding of Chinese culture and for proficiency in Chinese in both the public and private sectors, especially in large multicultural urban centers such as Toronto, Mississauga, and Brampton. Chinese has become, according to Statistics Canada, the third most commonly used language in the country and the second most commonly used language outside Quebec. Chinese is also a key language due to the influx of tourists from the largest middle-class in the world, who enjoy coming to Canada to visit relatives, but also for sightseeing travel or a trip to the casinos and shopping malls. Chinese is now a prominent language in the global financial sector, due to the growing international presence of China-based companies (12 China-based companies are headquartered in the Region of Peel), and the connections between Canada and China, as well as Hong Kong and Taiwan, are strong and deepening.

It is clear that the need for professionals who possess a high proficiency in Chinese language and cultural knowledge, as well as cross-cultural competence, is growing. Such proficiency and competence have become invaluable assets to our globalized economy in almost all business and international trade careers, and also in journalism, hospitality, law enforcement & public services, community and social services, financial services, and medical and legal services. Many multinational companies and organizations hire employees who possess Chinese language skills. According to a report by Workopolis in 2015, Mandarin and Cantonese are the most commonly requested languages – second only to French – in Canadian job postings. The same

report also indicates Toronto as the top job market in Canada for bilingual job seekers.<sup>8</sup>

The proposed CLC Minor is designed specifically for advanced language learners who would like to improve their written and oral communication skills in both academic and professional settings, and also to advance their linguistic knowledge and cultural literacy from cross-cultural perspectives.<sup>9</sup> This new Minor will appeal to a large number of students across many program areas at UTM (see Academic Rationale, above). As such, the projected enrolment in its first year (2021-2022) is 45 students, drawn mostly from the strong pool of student who are functionally bilingual in Chinese and English. Enrolment in the program is expected to increase steadily in the first 4-5 years, reaching a steady state of 175 students in 2025-2026. (See Table 2 – Projected Enrolment, below.)

**Table 2 – Projected Enrolment**

	2021-22	2022-23	2023-24	2024-25	2025-26
<b>First Year of Study</b>	0	0	0	0	0
<b>Second Year of Study</b>	30	45	55	60	65
<b>Third Year of Study</b>	15	28	29	53	57
<b>Fourth Year of Study</b>	0	14	28	29	53
<b>TOTAL</b>	<b>45</b>	<b>87</b>	<b>112</b>	<b>142</b>	<b>175</b>

## Admission/Eligibility Requirements

- Describe any specific requirements that students must meet to be eligible for the proposed minor and how these will be administered.

The CLC Minor is intended for students who possess a native or near-native language proficiency in Chinese. Their proficiency level will be evaluated based on the language

<sup>8</sup> <https://careers.workopolis.com/advice/is-it-still-worth-learning-a-second-language-in-canada-in-2015/>

<sup>9</sup> An advanced language learner is defined as someone who has completed at least six years (up to twelve years) of formal education in Chinese-speaking regions or countries, or students who have reached Level 6 (the highest level, equivalent to C2 in the Common European Framework of Reference for Languages, CEFR) on the *Hanyu Shuiping Kaoshi* (HSK), the Chinese Proficiency Test (< <http://www.chinesetest.cn> >).

placement questionnaire and one-on-one interviews conducted by a faculty member within the Chinese Language and Culture area.

Students must have a 2.3 CGPA to enrol in the program to demonstrate their preparedness for the rigorous pace and complex subject matter, in particular within the 300- and 400-level courses.

Program entry requires an average grade of 63% in CHI211H5 and CHI212H5 (in-line with other language programs offered in DLS, such as the French Studies Major) thus ensuring that students have achieved the necessary language proficiency required for the rigour of upper-level courses such as “Classical Chinese” and “Reading Confucianism in Modern Chinese”.

## Requirements for the Minor

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- Describe in your own words the requirements and structure of the minor.

The structure of the proposed program consists of three required elements that total 4.0 credits. The first requirement is the completion of the two half-credit 200-level introductory language courses, CHI211H5 and CHI212H5; followed by the completion of 2.0 credits of CHI at the 300-level and 1.0 credit of CHI at the 400-level (see Appendix A – Calendar Copy: Program Description for full program completion requirements; and Appendix B – Chinese Language & Culture Courses for a complete course listing). These requirements will help students accomplish the following program learning goals:

**PLO1** - develop critical thinking, reading, writing and oral skills in Chinese for both academic and professional purposes.

**PLO2** - demonstrate an understanding of Chinese modes of thinking and behaving and their connections in developing cross-cultural competence.

**PLO3** - demonstrate the ability to analyze and evaluate linguistic data or literary features through comparative studies of the structures of English and Chinese and textual analysis, and through research into aspects of Chinese culture and literature, both past and contemporary.

**PLO4** –demonstrate the ability to produce academic papers and/or practical projects with appropriate format, style and relevant requirements in the area of Chinese culture, literature and translation.

**PLO5** - demonstrate the ability to produce Chinese language flexibly and effectively for social, academic and business purposes with sustained delivery, as well as the ability to communicate effectively from cross-cultural perspectives.

Both foundational courses are designed to ensure that all students have the same skill and knowledge foundation to succeed in upper-level courses while also challenging them to improve from their baseline at the start of each course. These two courses will provide students with opportunities to learn how to read and write critically in an academic setting, how to conduct research using Chinese databases available in the library, and how to write a research paper with appropriate format, language, and style.

Our 300- and 400-level courses consolidate the foundation which students have built in 200-level courses, expanding further on knowledge of the language, and the interconnectedness of the language, culture, and literature. They will also provide students with synergistic academic skills and the ability to apply them in professional fields where Chinese language, cultural knowledge, and cross-cultural communication competency are required. Students will benefit from the advantage that the proposed CLC Minor will give them as they begin their careers in economic and cultural fields where proficient language skills and cultural competency are important assets. Under normal circumstances, all courses will be offered in-person, using technology as appropriate to complement and enrich the content. Delivery methods will include classroom lectures, discussions in tutorials and practicals, and in-course options for participation in Chinese cultural events in the GTA.

The proposed CLC Minor requires students to complete a total of 4.0 credits from the following courses:

- 1.0 credit from:
  - *CHI211H5 Chinese for Academic Purposes I*
  - *CHI212H5 Chinese for Academic Purposes II*
  
- 2.0 credits from the following courses:
  - *CHI308H5 Introduction to Chinese Culture*
  - *CHI310H5 Business Chinese*
  - *CHI311H5 Classical Chinese Literature*
  - *CHI312H5 Chinese Diaspora Literature and Culture*
  - *CHI313H5 The Wisdom of Life in Traditional Chinese Culture*
  - *CHI314H5 Chinese Culture through Media\*\**
  
- 1.0 credit from the following courses:
  - *CHI408H5 Reading Confucianism in Modern Chinese*
  - *CHI409H5 Influence of Confucianism on Chinese Culture*
  - *CHI410H5 Modern Chinese Literature Studies*

- *CHI411H5 Theory and Practice in English/Chinese Translation*
- *HIS431H5 Modern China*

*\*\* New course, beginning September 2021*

Please see Appendix A for the proposed calendar copy and Appendix B for a full list of the CHI course descriptions.

- Provide, as an appendix:
  - ▶ An exact program description as it will appear in the undergraduate calendar, including all required courses and recommended electives and their prerequisites.
  - ▶ A detailed copy of the program requirements as they will appear in the undergraduate calendar, including all required courses and recommended electives and their prerequisites.
- Provide, as an appendix:
  - ▶ A full list of the course numbers and titles, indicating clearly whether they are new or existing. (Please note that new courses need to be proposed and approved separately following established Faculty/divisional procedures.)

## **Program Structure, Learning Outcomes and Degree-Level Expectations (DLEs)**

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- Address how the design, structure, requirements and delivery of the program support the program learning outcomes and DLEs.
- Identify DLEs, how each is addressed in this particular program and specify how the program design and requirements support the attainment of student learning outcomes. Proponents may find the language in the table useful or should feel free to use their own.

**Table 3 – Program Structure, Learning Outcomes & DLEs**

Degree-Level Expectations	Program Learning Outcomes	How the Program Design/Structure Supports the Degree-Level Expectations
<p>1. Depth and Breadth of Knowledge</p>	<p>Breadth of knowledge is understood in the Minor as a demonstration of understanding of a wide range of topics contributing to the understanding and applications of Chinese language and culture.</p> <p>Depth of knowledge is understood in the Minor as a continuum: initially, from the nascent understanding of the ways in which the language is structured and expressed in various communication modes and forms; then at the development stage, as an awareness of the interconnectedness among language, culture, aesthetics, arts, films and literature; and finally, at the proficiency stage, as the awareness of the multiple facets of cross-cultural communication in the Canadian context.</p> <p>These teaching goals are reflected in program learning outcomes. Students should:</p> <p><b>PLO1</b> - develop critical thinking, reading, writing and oral skills in Chinese for both academic and professional purposes;</p> <p><b>PLO2</b> - demonstrate an understanding of Chinese modes of thinking and behaving and their connections in developing cross-cultural competence.</p>	<p>With regard to breadth, students will take 1.0 required credits in 200-level courses in written and oral communication first. They will then move on to take 3.0 credits at 300- and 400-level core courses on different topics centering around three major themes: language, culture and literature.</p> <p>In terms of depth, the 200-level language courses, <i>Chinese for Academic Purposes I &amp; II</i>, are designed to provide a solid foundation for students to develop rhetorical knowledge and critical thinking skills for effective academic reading and writing. Students will also receive training in conducting effective formal presentations with supporting media. Both courses prepare students for upper level courses that demand more specialized in-depth reading, accurate written expression, as well as professional presentation skills.</p> <p>Our 300- and 400-level courses consolidate the foundation which students have built in the 200-level courses, expanding further on knowledge of the language, and of the interconnectedness of the language, culture and literature.</p> <p>Four of six 300-level courses (1-6, below) are required in the minor, and two of four at the 400-level (7-10, below):</p> <ol style="list-style-type: none"> <li>1. CHI308H5 <i>Introduction to Chinese Culture</i></li> <li>2. CHI310H5 <i>Business Chinese</i></li> <li>3. CHI311H5 <i>Classical Chinese Literature</i></li> <li>4. CHI312H5 <i>Chinese Diaspora Literature and Culture</i></li> <li>5. CHI313H5 <i>The Wisdom of Life in Traditional Chinese Culture</i></li> <li>6. CHI314H5 <i>Chinese Culture through Media</i></li> <li>7. CHI408H5 <i>Reading Confucianism in Modern Chinese</i></li> <li>8. CHI409H5 <i>Influence of Confucianism</i></li> </ol>

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		<p>9. CHI410H5 <i>Modern Chinese Literature Studies</i>            10. CHI411H5 <i>Theory and Practice in English/Chinese Translation</i></p> <p>Four out of the ten courses above are designed to provide students with a deeper understanding of the structure and usage of the Chinese language in ancient (CHI311H5 <i>Classical Chinese Literature</i>), contemporary (CHI310H5 <i>Business Chinese</i>), and comparative (CHI411H5 <i>Theory and Practice in English/Chinese Translation</i>) contexts.</p> <p>Four courses center around the cultural aspects, moving from general (CHI308H5 <i>Introduction to Chinese Culture</i>, CHI313H5 <i>The Wisdom of Life in Traditional Chinese Culture</i> and CHI314H5 <i>Chinese Culture through Media</i>) to specific (CHI408H5 <i>Reading Confucianism in Modern Chinese</i>, CHI409H5 <i>Influence of Confucianism</i>). The last three literature-based courses (CHI312H5 <i>Chinese Diaspora Literature and Culture</i>, CHI311H5 <i>Classical Chinese Literature</i> and CHI410H5 <i>Modern Chinese Literature Studies</i>), reflect the interconnectedness between language and culture, examine different genres of literary works and writers in modern and diaspora Chinese literature and contemporary media works.</p> <p>Finally, four of the upper-level courses also incorporate concepts and applications of cross-cultural communication. They are CHI310H5 <i>Business Chinese</i>, CHI312H5 <i>Chinese Diaspora Literature and Culture</i>, CHI411H5 <i>Theory and Practice in English/Chinese Translation</i>, and the new course CHI314H5 <i>Chinese Culture through Media</i>.</p>
<p><b>2. Knowledge of Methodologies</b></p>	<p>Knowledge of methodologies is understood in the Minor as the ability to apply the research methods used in the fields of literature and translation studies to small scale phenomena; the ability to select effective methods for advancing language proficiency and expanding cultural awareness.</p>	<p>The Minor is designed to ensure that students gain knowledge of language learning approaches and strategies through the required 200-level courses, as well as some of the upper level courses.</p> <p>Both 200-level courses deliver knowledge of methodologies: students will develop rhetorical knowledge and critical thinking skills for effective academic reading and writing. The</p>

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	<p>Students should:</p> <p><b>PLO3</b> - demonstrate the ability to analyze and evaluate linguistic data or literary features through comparative studies of the structures of English and Chinese and textual analysis, and through research into aspects of Chinese culture and literature, both past and contemporary.</p>	<p>methodologies include understanding of the history of literature and reading lists for further study; understanding the fundamental theory and practice methods in order to improve translation skills between English and Chinese; and understanding the underlying linguistic principles of modern standard Chinese. Through the successful completion of courses, students also acquire the ability of conducting a case study on a selected topic.</p>
<p><b>3. Application of Knowledge</b></p>	<p>Application of knowledge is understood in the Minor as the development of critical reading and writing skills, as well as cross-cultural communication skills, and the application of these skills to advance their knowledge in the areas of linguistics, literature, culture and translation studies.</p> <p>Students should:</p> <p><b>PLO3</b> - demonstrate the ability to analyze and evaluate linguistic data or literary features through comparative studies of the structures of English and Chinese and textual analysis, and through research into aspects of Chinese culture and literature, both past and contemporary.</p> <p><b>PLO4</b> - demonstrate the ability to produce academic papers and/or practical projects with appropriate format, style and relevant requirements in the area of Chinese culture, literature and translation.</p>	<p>The design of the program ensures that students develop foundational skills in academic reading and writing in lower level courses. Upper-level courses develop the skills that students build in 200-level courses by introducing students to topic-specific academic writing (e.g. CHI310H5 <i>Business Chinese</i> and CHI410H5 <i>Modern Chinese Literature Studies</i>).</p> <p>In the 200-level language courses, CHI211H5 &amp; CHI212H5 <i>Chinese for Academic Purposes I &amp; II</i>, students learn to read a variety of texts critically, from identifying main points and the author’s position, to evaluating logic and consistency of supporting arguments. The second part of these courses require students to transfer critical reading skills to critical and analytical writing practices.</p> <p>In literature-based courses (CHI312H5 <i>Chinese Diaspora Literature and Culture</i>, CHI311H5 <i>Classical Chinese Literature</i> and CHI410H5 <i>Modern Chinese Literature Studies</i>), students continue to develop their competencies in reading and writing as they will be exposed to a wide range of genres, including fiction, drama, prose, essay and poetry, interwoven with historical, cultural, and social-political contexts.</p> <p>In CHI310H5 <i>Business Chinese</i>, students apply critical thinking skills to their career planning by accomplishing a variety of class activities and</p>



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		course projects in business contexts. Students also study and apply cross-cultural communication skills through in-class activities and projects.
<b>4. Communication Skills</b>	<p>Communication is understood in the Minor as the ability to write and speak clearly with a well-defined purpose, to a range of audiences, and to apply appropriate voice, tone and register for multiple contexts and audiences.</p> <p>Students should:</p> <p><b>PLO5</b> - demonstrate the ability to produce Chinese language flexibly and effectively for social, academic and business purposes with sustained delivery, as well as the ability to communicate effectively from cross-cultural perspectives.</p>	<p>The Minor recognizes that effective written and oral communication skills are essential to any area of inquiry, and also a key means of demonstrating one’s mastery of subject. Courses in the Minor are designed to develop these skills in a sequential manner.</p> <p>As mentioned above, the 200-level language courses, CHI211H5 &amp; CHI212H5 <i>Chinese for Academic Purposes I &amp; II</i>, focus on transforming critical thinking skills into effective academic reading and writing.</p> <p>In upper-level courses, students continue to refine and develop critical reading and writing skills, as well as their abilities with presentation media and public speaking skills in the areas of culture, literature and translation. Students also acquire cross-cultural competence in courses such as CHI310H5 <i>Business Chinese</i>, CHI410H5 <i>Modern Chinese Literature Studies</i> and CHI314H5 <i>Chinese Culture through Media</i>.</p>
<b>5. Awareness of Limitations of Knowledge</b>	<p>The Minor in CLC is not designed to develop students’ awareness of limitations of knowledge. However, in upper-level courses, such as CHI408H5 <i>Reading Confucianism in Modern China</i> and CHI409H5 <i>Influence of Confucianism</i> and CHI411H5 <i>Theory and Practice in English/Chinese Translation</i>, students will be introduced to the limitations of methodologies used in the areas.</p>	
<b>6. Autonomy &amp; Professional Capacity</b>	<p>The proposed Minor is not designed to develop students’ autonomy and professional capacity.</p>	

## Assessment of Teaching and Learning

- Describe how the methods for assessing student achievement are appropriate and effective relative to established program learning outcomes and degree-level expectations.

See Table 4 below.

**Table 4 - Assessments**

Program Learning Outcomes	Assessment of Teaching and Learning
<p>Breadth of knowledge is understood in the Minor as a demonstration of understanding of a wide range of topics contributing to the understanding and applications of Chinese language and culture.</p> <p>Depth of knowledge is understood in the Minor as a continuum: initially, from the nascent understanding of the ways in which the language is structured and expressed in various communication modes and forms; then at the development stage, as an awareness of the interconnectedness among language, culture, aesthetics, arts, films and literature; and finally, at the proficiency stage, as the awareness of the multiple facets of cross-cultural communication in the Canadian context.</p> <p>These teaching goals are reflected in program learning outcomes. Students should:</p> <p><b>PLO1</b> - develop critical thinking, reading, writing and oral skills for both academic and professional purposes;</p> <p><b>PLO2</b> - demonstrate an understanding of Chinese modes of thinking and behaving and their connections in developing cross-cultural competence.</p>	<p>The following assessment methods will be used to evaluate students' learning outcomes:</p> <ol style="list-style-type: none"> <li>critical responses on assigned readings;</li> <li>analytical essays on various forms of literary works;</li> <li>public speaking skills exercises: video discussion presentation, impromptu/rehearsed speeches and debates;</li> <li>written assignments on lecture topics;</li> <li>in-class quizzes and tests on lecture topics and assigned readings;</li> <li>individual and/or group case studies or research projects;</li> <li>individual and/or group presentations on assigned readings or research projects;</li> <li>participation in classroom and/or online discussions;</li> <li>written and oral assignments incorporating cross-cultural perspectives.</li> </ol> <p>These assessment methods will measure students' ability to read, write and speak effectively in an academic setting; and their ability to review, analyze and evaluate the significance of, as well as interactions among language structure, literary works and cultural beliefs. They will also measure students' ability to communicate cross-culturally.</p>
<p>Knowledge of methodologies is understood in the Minor as the ability to apply the research methods used in the fields of linguistics, literature and translation studies to small scale phenomena; the ability to select effective methods for advancing</p>	<p>The following assessment methods will be used to evaluate students' learning outcomes:</p> <ol style="list-style-type: none"> <li>analytical essays on various forms of literary works;</li> </ol>

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<p>language proficiency and expanding cultural awareness.</p> <p>Students should:</p> <p><b>PLO3</b> - demonstrate the ability to analyze and evaluate linguistic data or literary features through comparative studies of the structures of English and Chinese and textual analysis, and through research into aspects of Chinese culture and literature, both past and contemporary.</p>	<ul style="list-style-type: none"> <li>b. individual and/or group case studies or research projects;</li> <li>c. individual and/or group presentations on assigned readings or research projects;</li> <li>d. written and oral assignments incorporating cross-cultural perspectives.</li> </ul> <p>Students will be assessed by their ability to use proper methodologies to conduct research projects or case studies, and to incorporate cross-cultural perspectives into their work.</p>
<p>Application of knowledge is understood in the Minor as the development of critical reading and writing skills, as well as cross-cultural communication skills, and the application of these skills to advance their knowledge in the areas of linguistics, literature, culture and translation studies.</p> <p>Students should:</p> <p><b>PLO3</b> - demonstrate the ability to analyze and evaluate linguistic data or literary features through comparative studies of the structures of English and Chinese and textual analysis, and through research into aspects of Chinese culture and literature, both past and contemporary.</p> <p><b>PLO4</b> - demonstrate the ability to produce academic papers and/or practical projects with appropriate format, style and relevant requirements in the area of Chinese culture, literature and translation;</p>	<p>The following assessment methods will be used to evaluate students' learning outcomes:</p> <ul style="list-style-type: none"> <li>a. critical written responses on assigned readings;</li> <li>b. analytical essays on various forms of literary works;</li> <li>c. in-class quizzes and tests on lecture topics and assigned readings;</li> <li>d. individual and/or group case studies or research projects;</li> <li>e. individual and/or group presentations on assigned readings or research projects;</li> <li>f. written and oral assignments incorporating cross-cultural perspectives.</li> </ul> <p>These assessment tools will measure students' ability to analyze and evaluate linguistic data or literary works with critical reading and writing skills and proper methodologies. They will also measure students' cross-cultural communication skills.</p>
<p>Communication is understood in the Minor as the ability to write and speak clearly with a well-defined purpose, to a range of audiences, and to apply appropriate voice, tone and register for multiple contexts and audiences.</p> <p>Students should:</p> <p><b>PLO5</b> - demonstrate the ability to produce language flexibly and effectively for social, academic and business purposes with sustained delivery, as well as the ability to communicate effectively from cross-cultural perspectives.</p>	<p>The following assessment methods will be used to evaluate students' learning outcomes:</p> <ul style="list-style-type: none"> <li>a. analytical essays on various forms of literary works;</li> <li>b. public speaking skills exercises: video discussion presentation, impromptu/rehearsed speeches and debates;</li> <li>c. individual and/or group case studies or research projects;</li> <li>d. individual and/or group presentations on assigned readings or research projects;</li> <li>e. written and oral assignments incorporating cross-cultural perspectives.</li> </ul>

These assessment tools will measure students' ability to express themselves creatively, effectively, and cross-culturally in written and oral communication.

## Consultation

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- Describe any consultation with programs and units that may be affected.

Both students and faculty in the Department of Language Studies have been consulted and have asserted their strong support for the proposed Minor.

Chinese is being taught in other academic units across the University. At the departmental level, consultation has been sought with Language Studies at UTSC and the department chair has expressed enthusiastic support for this proposal and the CLC Minor program. The Department of East Asian Studies at UTSG was also consulted. Their comments and suggestions have been considered in our proposal.

At the decanal level, consultation was sought through the Dean's Office at the Faculty of Arts & Science as well as the Dean's Office at UTSC. Comments and suggestions received have been considered and incorporated throughout this proposal, as appropriate.

## Resources

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- Describe any resource implications of the change(s) including, but not limited to, faculty complement, space, libraries and enrolment/admissions.
- Please be specific where this may impact significant enrolment agreements with the Faculty/Provost's office.
- Indicate if the major modification will affect any existing agreements with other institutions, or will require the creation of a new agreement to facilitate the major modification (e.g., Memorandum of Understanding, Memorandum of Agreement, etc.). Please consult with the Provost's office ([vp.academicprograms@utoronto.ca](mailto:vp.academicprograms@utoronto.ca)) regarding any implications to existing or new agreements.

The launch of this program will not have any impact on any existing agreements at UTM or across the university nor require the creation of any new agreements.

Resource implications for this proposed Minor program will be minimal as all courses are existing. If course enrolment increases, then additional teaching staff support will be provided as needed based on course enrolment numbers. While it is anticipated

that there will be an increase to workload for administrative staff to review and process program requirements, graduation requests, and advise students, this will be minimal based on the current program growth trajectory. As such, additional staffing resources will not be required. An existing DLS faculty member will be assigned by the department chair as CLC Program Coordinator to provide direction on matters related to program administration (i.e curriculum development, experiential learning opportunities, etc.).

### Faculty Requirements

- Brief statement to provide evidence of the participation of a sufficient number and quality of faculty who will actively participate in the delivery of the program,
  - ▶ Discuss the role of any adjunct or contractual faculty,
  - ▶ Comment on the provision of supervision of experiential learning opportunities, as appropriate.
  - ▶ If relevant, describe the plan to provide additional faculty resources to support the program.

The program will be supported by existing teaching staff in the Department of Language Studies. This includes a recent hire in Chinese Language & Culture / Language Teaching & Learning in July 2018 (Assistant Professor, Teaching Stream, Chiu-Hung Chen) and contract teaching staff (sessional lecturers). As there is a commitment to Sessional Lecturers at the SLIII and SLII ranks, DLS will be able to maintain CHI course offerings at the current enrolments. These teaching resources should adequately support the Department as it launches the CLC Minor and its projected growth to steady state. The Department and the Office of the Dean will monitor enrolment in CHI courses and the CLC minor annually to ensure any concerns and/ or anticipated changes are adequately addressed. The Office of the Dean is committed to this new program and to providing the necessary support for its success.

**Table 5: Detailed List of Committed Faculty**

Faculty Name and Rank	Home Unit	Area(s) of Specialization
Chiu-Hung Chen, Assistant Professor, Teaching Stream	Language Studies	Chinese Language & Culture

### Space/Infrastructure

- Address any unique space/infrastructure requirements including information technology, laboratory space and equipment, etc.

The space and infrastructure needed for this new program will be satisfied by the existing space and infrastructure available in the Department of Language Studies. Classroom and teaching space to adequately accommodate the current CHI course

offerings and enrolments exist. Additional space will be needed should course enrolments increase and/ or new CHI course offerings be introduced. Enrolments in both the proposed minor and CHI courses will be monitored closely by the Department and the Office of the Dean to ensure sufficient resources and support are provided to accommodate need and demand.

## UTQAP Process

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The UTQAP pathway is summarized in the table below.

<b>Steps</b>	<b>Approving Body</b>	<b>Approval Date</b>
<b>Development/consultation within Unit</b>	Emmanuel Nikiema Chair, Department of Language Studies	April 7, 2021
<b>Decanal &amp; Provostial Sign-Off</b>	Heather Miller Vice-Dean, Teaching & Learning	April 7, 2021
	VPAP sign-off	April 16, 2021
<b>Divisional Governance Approval</b>	UTM Academic Affairs Committee	May 3, 2021
AP&P – reported annually		
Ontario Quality Council – reported annually		

## **Appendix A – Calendar Copy: Program Description**

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### **Chinese Language & Culture – Minor (Arts)**

The Minor in Chinese Language and Culture is for advanced language learners who would like to improve their written and oral communication skills in both academic and professional settings. Students in this program will also advance their linguistic knowledge and cultural literacy from cross-cultural perspectives.

**Enrolment Requirements** – Enrolment in this program is based on completion of 4.0 credits, including:

- CHI211H5 and CHI212H5 (with an average grade of 63% across both courses); and
- a minimum CGPA of 2.3.

**NOTE:** The Chinese Language Minor is intended for students who have near-native proficiency level in Chinese so that they can be fully engaged in course materials and lectures conducted in Chinese. Students' proficiency level will be evaluated based on the language placement questionnaire first. If the results of the questionnaire meet the language proficiency requirement, students will be permitted to enrol for the course. If the results are not satisfying or borderline, a one-on-one interview with Professor Chiu-Hung Chen will be arranged in order to determine students' qualification for enrolling the course.

### **Completion Requirements -**

4.0 credits are required.

- CHI211H5 and CHI212H5
- 2.0 credits from the following: CHI308H5 or CHI310H5 or CHI311H5 or CHI312H5 or CHI313H5 or CHI314H5
- 1.0 credit from the following: CHI408H5 or CHI409H5 or CHI410H5 or CHI411H5 or HIS431H5

## Appendix B – Chinese Language & Culture Courses

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**NOTE:** New courses indicated in GREEN.

### **CHI211H5 Chinese for Academic Purposes I (HUM)**

This course, designed for native or near-native speakers of Mandarin Chinese, develops rhetorical knowledge and critical thinking skills for effective academic reading and writing. Students will also receive training in conducting effective formal presentations with supporting media and public speaking skills. [24L, 12P]

*Exclusion:* [CHI200Y5](#) or [CHI201Y5](#) or [CHI201H5](#) or [CHI202H5](#) or EAS200Y1 or EAS201H1 or LGGB60H3 or LGGB61H3 or LGGB62H3 or LGGB63H3 or LGGB64H3 or LGGB65H3

*Prerequisite:* Appropriate language level as indicated in the language assessment questionnaire ([www.utm.utoronto.ca/language-studies/chinese-language-course-questionnaire](http://www.utm.utoronto.ca/language-studies/chinese-language-course-questionnaire)) or interview.

### **CHI212H5 Chinese for Academic Purposes II (HUM)**

This course, designed for native or near-native speakers of Mandarin Chinese, continues the study of rhetorical knowledge and critical thinking skills for effective academic reading and writing. It also prepares students for upper level courses which demand in-depth reading, writing, as well as professional presentation skills. [24L, 12P]

*Exclusion:* [CHI200Y5](#) or [CHI201Y5](#) [CHI202H5](#) or EAS200Y1 or EAS201H1 or LGGB60H3 or LGGB61H3 or LGGB62H3 or LGGB63H3 or LGGB64H3 or LGGB65H3

*Prerequisite:* CHI211H5 or appropriate language level as indicated by the language assessment questionnaire ([www.utm.utoronto.ca/language-studies/chinese-language-course-questionnaire](http://www.utm.utoronto.ca/language-studies/chinese-language-course-questionnaire)).

### **CHI308H5 Introduction to Chinese Culture (HUM)**

This course provides a brief overview of Chinese culture. The topics include Chinese civilization, customs, traditions, rituals, religion, philosophy, ideology, morals, literature, folk art and craft, performance arts, martial arts, cuisine, medicine, etc. The discussions may be either historical or contemporary.

*Prerequisite:* CHI211H5 & CHI212H5, or adequate reading and writing knowledge in Chinese approved by the instructor. [24L, 12T]



### **CHI310H5 Business Chinese (HUM)**

This advanced project-based language course introduces practical uses of spoken and written Mandarin Chinese in business contexts. The course emphasizes critical thinking skills in reading and writing, and focuses on developing students' ability in writing argumentative essay and conducting oral presentation in formal settings. This course also prepares students for job applications through in-class workshops and follow-up activities and assignments. [24L, 12T]

*Prerequisite:* CHI211H5 & CHI212H5 or equivalent as indicated in the language assessment questionnaire.

### **CHI311H5 Classical Chinese (HUM)**

This course will examine representative genres of traditional Chinese literature—poetry, prose, fiction and drama—with emphasis on language structure and style. We will also analyze typical masterworks and discuss the intertextuality between these genres, as well as some of the major features of traditional Chinese society in terms of religion, philosophy, the imperial system, gender relations, ethnicity, family, and romance. [36L]

*Exclusion:* EAS358Y, EAS306Y, LGGC66H3, LGGC67H3

*Prerequisite:* CHI211H5 & CHI212H5, or adequate reading and writing knowledge in Chinese approved by the instructor.

### **CHI312H5 Overseas Chinese Literature and Culture (HUM)**

This course emphasizes the analytical reading of publications in Chinese literature and culture by diaspora Chinese authors. We will focus on issues such as the pursuit of harmony in the co-existence of multiple cultures, and how overseas Chinese writers deal with and understand the dissemination of Chinese culture and its interaction with other cultures. [36L]

*Exclusion:* LGGC62H3 or LGGC63H

*Prerequisite:* CHI211H5 & CHI212H5, or adequate reading and writing knowledge in Chinese approved by the instructor.

### **CHI313H5 The Wisdom of Life in Traditional Chinese Culture (HUM)**

This course explores different thought systems, ideas and the wisdom of human life rooted in traditional Chinese culture from the following two approaches: a theoretical discussion of the purpose, meaning, and value of human life, ideals and ways of life, existential questions and multiple solutions; and a historical as well as critical

examination of the conventional wisdom originated by Chinese cultural figures like Laozi, Confucius, Mencius, Sima Qian, Zhu Xi, Qian Mu, Qian Zhongshu and more. The goal of the course is to facilitate student consideration of the essence of human life and the understanding of contemporary Chinese views by ascertaining traditional Chinese erudition. [36L]

*Exclusion:* EAS414H1

*Prerequisite:* CHI211H5 & CHI212H5, or adequate reading and writing knowledge in Chinese approved by the instructor.

### **CHI314H5 Chinese Culture through Media (HUM) \*\*NEW - STARTING FALL 2021\*\***

This course examines Chinese cultural traditions and values through contemporary media produced in China, Taiwan and Hong Kong. Background readings and literary works will provide students with the necessary historical and cultural context for each work. Class discussions will focus on the political, social and cultural transformations presented in the media. Special attention will be paid to topics such as family, class issues, gender and identity. [24L/12P]

*Prerequisite:* CHI211H5 & CHI212H5, or appropriate language level as indicated in the language assessment questionnaire.

### **CHI408H5 Reading Confucianism in Modern Chinese (HUM)**

This advanced level course covers the readings on Confucianism in modern Chinese language. The course examines Confucian doctrines and the development of Confucianism from ancient time to the contemporary era. Critical reading and essay writing skills will be stressed. [36L]

*Prerequisite:* CHI211H5 & CHI212H5 or adequate reading knowledge of Chinese as determined by department assessment questionnaire.

### **CHI409H5 Influence of Confucianism on Chinese Culture (HUM)**

This advanced level course discusses the cultural influence of Confucianism on Chinese writing, philosophy, religion, education, literature, customs, ethics, society and so forth. The readings covered in this course are mainly in modern Chinese language. Critical reading and essay writing skills will be stressed. [36L]

*Prerequisite:* CHI211H5 & CHI212H5 or adequate reading knowledge of Chinese as determined by department assessment questionnaire.

### **CHI410H5 Modern Chinese Literature (HUM)**

This seminar course offers a critical examination of different literary genres and writers from modern Chinese literature. The focus will be on poetry, prose, drama, and fiction of the modern era. Discussions will emphasize historical, cultural, and social-political contexts. Key techniques of literary criticism, analysis of literary devices and themes. [36S]

*Exclusion:* EAS358Y1

*Prerequisite:* CHI211H5 & CHI212H5, or adequate reading and writing knowledge in Chinese approved by the instructor.

### **CHI411H5 Theory and Practice in English/Chinese Translation (HUM)**

This course is an introduction to the major theories, methods and techniques involved in translating from English into Chinese. The course focuses on practical training for novice translators. Through practice, students will familiarize themselves with the translation process and develop a variety of translation skills and strategies. Students will discuss and reflect upon issues encountered during translation and develop decision-making ability to deal with translation challenges. This course provides a solid foundation for students to continue their studies in translation at the advanced level. [24L, 12P]

*Exclusion:* ECTB61H3

*Prerequisite:* CHI211H5 & CHI212H5, or adequate reading and writing knowledge in Chinese approved by the instructor.

### **HIS431H5 Modern China (HUM)**

A critical examination of the historiography of modern China. It is simultaneously a study of modern Chinese history and historiography in general. [24S]

*Prerequisites:* (HIS101H5 or HIS102H5 or HIS103H5 or HIS104H5 or HIS105H5 or HIS106H5 or HIS107H5 or HIS108H5) and HIS284H5