

UNIVERSITY OF CALIFORNIA, LOS ANGELES

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HONORS PROGRAMS
HONORS & UNDERGRADUATE PROGRAMS
A-311 MURPHY HALL
405 HILGARD AVE BOX 951414
LOS ANGELES, CALIFORNIA 90095-1414

January 24, 2013

Scott Chandler, Chair
General Education Governance Committee
A265 Murphy Hall
157101

Attention: Myrna Dee F. Castillo, Program Representative

Dear Professor Chandler:

Please review the course *Comparative Odysseys*, taught by Professor King-Kok Cheung, for two general education foundations: Foundations of the Arts and Humanities, and/or Foundations of Society and Culture.

Sincerely,

A handwritten signature in cursive script that reads "G. Jennifer Wilson".

G. Jennifer Wilson, Ph.D.
Assist. Vice Provost for Honors
UCLA
gjwilson@college.ucla.edu
(310) 825-1752

HONORS COLLEGIUMHONORS COLLEGIUM***

General Education Course Information Sheet

Please submit this sheet for each proposed course

Department & Course Number HONORS COLLEGIUM 22
 Course Title Comparative Odysseys
 Indicate if Seminar and/or Writing II course Seminar

1 Check the recommended GE foundation area(s) and subgroups(s) for this course

- | | |
|---|---------------------|
| Foundations of the Arts and Humanities | <u>X</u> |
| • Literary and Cultural Analysis | <u>X</u> |
| • Philosophic and Linguistic Analysis | <u>X</u> |
| • Visual and Performance Arts Analysis and Practice | <u> </u> |
|
Foundations of Society and Culture |
<u>X</u> |
| • Historical Analysis | <u>X</u> |
| • Social Analysis | <u>X</u> |
|
Foundations of Scientific Inquiry |
<u> </u> |
| • Physical Science | <u> </u> |
| <i>With Laboratory or Demonstration Component must be 5 units (or more)</i> | <u> </u> |
| • Life Science | <u> </u> |
| <i>With Laboratory or Demonstration Component must be 5 units (or more)</i> | <u> </u> |

2. Briefly describe the rationale for assignment to foundation area(s) and subgroup(s) chosen.

This is an interdisciplinary Honors seminar that examines different concepts of heroism and heroic journeys through the prisms of literature, myth, and historicist interpretations.

3. "List faculty member(s) who will serve as instructor (give academic rank):

King-Kok Cheung, Professor

Do you intend to use graduate student instructors (TAs) in this course? Yes No X

If yes, please indicate the number of TAs

4. Indicate when do you anticipate teaching this course over the next three years:

2012-2013	Fall	<u> </u>	Winter	<u> </u>	Spring	<u>X</u>
	Enrollment	<u> </u>	Enrollment	<u> </u>	Enrollment	<u>20</u>
2013-2014	Fall	<u> </u>	Winter	<u>X</u>	Spring	<u>X</u>
	Enrollment	<u> </u>	Enrollment	<u>20</u>	Enrollment	<u>20</u>
2014-2015	Fall	<u> </u>	Winter	<u>X</u>	Spring	<u>X</u>
	Enrollment	<u> </u>	Enrollment	<u>20</u>	Enrollment	<u>20</u>

5. GE Course Units

Is this an **existing** course that has been modified for inclusion in the new GE? Yes No X

If yes, provide a brief explanation of what has changed.

Present Number of Units: Proposed Number of Units: 5

6. Please present concise arguments for the GE principles applicable to this course.

X General Knowledge	This course includes a discursive look at society and culture in a way that enhances general knowledge of Eastern and Western classic historical/mythical heroic journeys.
X Integrative Learning	The course is interdisciplinary including East Asian Studies, English, Comparative Literature, Asian American Studies, and Ethnic Studies.
X Ethical Implications	Some parts of the course examine ways in which the concepts of heroism in the Chinese and Greek classics have been constructed to affect political agenda.
X Cultural Diversity	Eastern and Western readings are used, primarily the classic literature from Greece and China.
X Critical Thinking	Students are required to think critically about complex concepts of culture, the idea of a journey, and traditional constructions of heroism.
X Rhetorical Effectiveness	Writing required and assessed
X Problem-solving	Courses raises issues of "how?" (eg. How do these stories fuse courage and violence as traditional concept of heroism?) and exhorts students to seek answers.
X Library & Information Literacy	Course requires library/web research

(A) STUDENT CONTACT PER WEEK (if not applicable write N/A)

- | | | |
|---|-------------------|---------|
| 1. Lecture: | <u>3</u> | (hours) |
| 2. Discussion Section: | <u> </u> | (hours) |
| 3. Labs: | <u> </u> | (hours) |
| 4. Experiential (service learning, internships, other): | <u> </u> | (hours) |
| 5. Field Trips: | <u> </u> | (hours) |

(A) TOTAL Student Contact Per Week 3 (HOURS)

(B) OUT-OF-CLASS HOURS PER WEEK (if not applicable write N/A)

- | | | |
|-------------------------------------|-------------------|---------|
| 1. General Review & Preparation: | <u>1</u> | (hours) |
| 2. Reading | <u>4</u> | (hours) |
| 3. Group Projects: | <u> </u> | (hours) |
| 4. Preparation for Quizzes & Exams: | <u> </u> | (hours) |
| 5. Information Literacy Exercises: | <u>1</u> | (hours) |
| 6. Written Assignments: (amortized) | <u>4</u> | (hours) |
| 7. Research Activity: (amortized) | <u>2</u> | (hours) |

(B) TOTAL Out-of-class time per week 12 (HOURS)

GRAND TOTAL (A) + (B) must equal at least 15 hours/week 15 (HOURS)

HC Proposal: Comparative Odysseys
King-Kok Cheung, Professor of English and Asian American Studies

Starting with Homer's *Odyssey* and Wu Cheng En's *The Journey to the West*, the course looks at different concepts of heroism and heroic journeys. The Greek and the Chinese classics have in common two modes of heroism: the one glorifying physical prowess and the other celebrating mental cunning. Both modes are associated principally with men motivated by piety or honor. The class will interrogate these traditional constructions of the heroic, particularly the conflation of courage and violence. It will then look at how Milan Kundera and Maxine Hong Kingston reinvoke or redefine *Odyssey* and *The Journey to the West*. The course concludes by exploring the various significances associated with the idea of a journey—as a metaphor of life, as a religious pilgrimage, as a Faustian quest, or as a writer's trajectory.

Topics covered in the course include: individual hero v. teamwork, journey as adventure vs. journey as destination, anthropomorphic representation of deities, representation of women as temptresses, historicist interpretation of the epics as political satires, existential and feminist re-visions of the classics, and the implications of migration for a writer.

Required Texts:

Ha Jin, *The Writer as Migrant*. Chicago: U of Chicago P, 2008.
Homer. *Odyssey*. Trans. Robert Fitzgerald. Garden City, NY: Anchor-Doubleday, 1963.
Yu, Anthony, trans. *Journey to the West*. Chicago: U of Chicago P.
Kingston, Maxine Hong. *Tripmaster Monkey*. New York: Vintage, 1990.
Kundera, Milan. *Ignorance*. Trans. Linda Asher. New York: HarperCollins, 2003.

Week One (April 5): Introduction

Week Two: Homer, *Odyssey*

Week Three: Homer, *Odyssey*

Week Four: *Journey to the West*

Week Five: *Journey to the West*

Week Six: Midterm and Milan Kundera, *Ignorance*

Week Seven: Milan Kundera, *Ignorance*

Week Eight: Maxine Hong Kingston, *Tripmaster Monkey*

Week Nine: Maxine Hong Kingston, *Tripmaster Monkey*

Week Ten: Ha Jin, *The Writer as Migrant*. Wrapup

How students will earn a grade:

Evaluation: midterm essay – 5 pages (20%); 10 page paper (35%); attendance and participation (15%); final exam consisting of short answers and an essay (30%)

Paper topics (samples):

1. Compare *The Odyssey* and *Journey to the West*, focusing on theme, narrative strategy, scenes, or characters, e.g. the cunning of Odysseus vs. the cunning of Monkey King; women as temptresses in *The Odyssey* and *The Journey of the West*, depiction of the deities in the two epics.
2. Compare an ancient epic and its subsequent manifestation(s): e.g. *Odyssey* and *Ignorance; Journey to the West* and *Tripmaster Monkey*.
3. Discuss the various significances of the journey motif in three texts covered in the course.
 - a. Indication of disciplines/majors to which the course might be considered particularly relevant; (East Asian Studies, English, Comparative Literature, Asian American Studies, Ethnic Studies)
 - a. Proposed number of units (Typically, Collegium courses carry 5 units. Multi-unit courses of 6 or 8 or more units are possible but such courses do have special problems in scheduling and enrollments, and should be viewed cautiously.); **5 units**
 - b. Proposed enrollment (Will the class be a seminar of 15-20 students or carry a larger enrollment of 30 or 40? The average Collegium class size is 23 students.); **20 students**
 - c. **Preferred** Quarter that the course be offered (Fall, Winter, Spring); **Winter or Spring**
 - d. Proposed class meeting schedule (Lecture/discussion? Times and days of meeting? Weekly seminar? Seminar meeting twice a week? Additional discussion sections or labs? The class may be structured as the professor wishes.); (Lecture/discussion once a week) Mondays or Tuesdays 9-12 or 12-3
 - e. Indication of whether or not the course will require TA support (Such support is available only to large classes.); **No**
 - f. **Suggestion** of whether the course should be upper or lower division (Many of our Honors Collegium classes are lower division to introduce honors students to interdisciplinary curricula before they enter their major coursework. Our lower division Collegium courses often carry General Education credit. We also offer upper division Collegium courses to meet the needs of upper division and transfer honors students.); **Either upper or lower is fine.**
 - g. A one page Curriculum Vitae. (**attached**).

King-Kok Cheung**EDUCATION:**

Ph.D. University of California, Berkeley, Department of English, 1984
 M.A. Pepperdine University, Malibu, Department of English, 1976
 B.A. Pepperdine University, Malibu, Department of English, 1975 (Valedictorian)
 Matriculation (A-Levels Chinese, English, English Literature, History), St. Stephen's Girls' College, Hong Kong, 1973

TEACHING/ADMINISTRATION

Professor, English and Asian American Studies, UCLA, 2000-
 Director, University of California Study Center, Beijing, Jan 1, 2008-Aug 31, 2010
 Visiting Professor, Department of English, Beijing Foreign Studies University, Fall 2007
 Fulbright Senior Specialist, Hanover University, Germany, May 2005
 Visiting Lingnan Foundation Professorship, University of Hong Kong, 2001-2002
 Fulbright Professor, English/American Studies, University of Hong Kong, 2000-2001
 Associate Professor, Dept. of English, UCLA, 1991-2000
 Associate Director, Asian American Studies Center, UCLA, 1992-93
 Visiting Associate Professor, Multicultural Literary Institute, Univ. of Kansas, Lawrence, 1997
 Visiting Associate Professor, Dept. of English, Harvard University, 1991
 Assistant Professor, Department of English, UCLA, 1984-91

Courses Taught:

Crosscultural Studies: World (Auto)biography, Peking University, Spring 2010
 Chinese American Experience, Beijing Foreign Studies University, Fall 2007
 GE Pilot Cluster (GE20A, 20b, 20c): Interracial Dynamics in American History, Law, and Literature 2000-2002 (2004 Theodore M. Hesburgh Certificate of Excellence)
 Ford Foundation Ethnic Women Curriculum Transformation Faculty Seminar on American and Related Literatures, Spring 1989
 Honors Collegium Seminar (HC53) Comparative Heroic Traditions: From Homer to Kingston (Covers Chinese, German, Japanese, Indian, Caribbean, Greek, and English, and Asian American epics)
 Law and Literature (English M260A/AASM260A)
 Honors Collegium's Seminar (HC 105): Chinese and Greek Heroes
 The Asian Heroic Tradition and Asian American Literature (AAS 200D)
 Research Methods: Asian American Autobiography and Ethnography
 "The Dream Deferred": African Americans and Asian Americans in History, Film, and Literature (AAS 197F)
 Asian American Literature (English/AAS M102/M112)
 Interracial Encounters in Contemporary American Literature (English 178)
 California/Los Angeles Fiction (English 178B)
 Interracial Encounters in Asian American Fiction (English 179)
 Passing and Interracial Romance in American Fiction (English 189)
 Literature and Society: The 1992 Los Angeles "Riots" (English 190)
 Fiction by Women of Color: Critical Issues and Narrative Strategies (English 258)
 Studies in Criticism (English 259)
 Ethnography and Asian American Literature (English M260A/AAS M297A) T
 The American Dream through African American and Asian American Eyes (HKU)
 Asia and Asian America: Connect or Disconnect (English M260A/AAS 260A)
 Asia on America's Screen (HKU)
 Shakespeare with Asian Faces (HKU)
 Asian American Culture (HKU)
 Shakespeare: The Poems and Early Plays (English 142A)
 Shakespeare: The Later Plays (English 142B)
 Milton (English 143)
 Workshop for Writing Theses and Dissertations (AAS 490)
 Critical Issues in Asian American Studies (AAS 200A)
 Chinese American Experience (AAS M195E)
 Asian American Literature and Film (AAS 197)

Women of Color in the United States (WS 130)
Women and Literature (English M107C)
Asian American Women (AAS105)



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[Help](#)
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New Course Proposal

	Honors Collegium 22 Comparative Odysseys
<u>Course Number</u>	Honors Collegium 22
<u>Title</u>	Comparative Odysseys
<u>Short Title</u>	COMP ODYSSEYS
<u>Units</u>	Fixed: 5
<u>Grading Basis</u>	Letter grade or Passed/Not Passed
<u>Instructional Format</u>	Seminar - 3 hours per week
<u>TIE Code</u>	SEMT - Seminar (Topical) [T]
<u>GE Requirement</u>	Yes
<u>Major or Minor Requirement</u>	No
<u>Requisites</u>	This course is intended for College Honors Students.
<u>Course Description</u>	Seminar, three hours. Designed for College Honors students. Greek and Chinese classics have in common two modes of heroism: one glorifying prowess and another celebrating mental cunning. Both modes are associated principally with men motivated by piety and honor. Interrogation of these traditional constructions of heroic, particularly conflation of courage and violence. Readings include "Writer as Migrant" by Jin Ha, "Odyssey" by Homer, "Journey to West" by Anthony Yu, "Tripmaster Monkey" by Maxine Kingston, and "Ignorance" by Milan Kundera. P/NP or letter grading.
<u>Justification</u>	This is a course especially designed for students enrolled in the College Honors Program at UCLA. It is interdisciplinary and is suitable for all majors. The course has been approved unanimously by the Honors Faculty Advisory Committee, whose membership comes from all divisions across campus, and by its chair.
<u>Syllabus</u>	File 011King-KokCheungComparativeOdysseysproposal.doc was previously uploaded. You may view the file by clicking on the file name.
<u>Supplemental Information</u>	We will be seeking GE credit for this course.
<u>Grading Structure</u>	Evaluation Midterm Essay, 5 Pages: 20% Term Paper, 10 Pages: 35% Final Essay Exam: 30% Participation: 15%
<u>Effective Date</u>	Fall 2011
<u>Instructor</u>	Name _____ Title _____

	King-Kok Cheung	Professor
<u>Quarters Taught</u>	<input type="checkbox"/> Fall <input type="checkbox"/> Winter <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Summer	
<u>Department</u>	Honors Collegium	
<u>Contact</u>	Name	E-mail
<u>Routing Help</u>	ANGEL PEREZ	aperez@college.ucla.edu

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Role:	Registrar's Office
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Status:	Added to SRS on 7/19/2011 7:30:13 PM
Changes:	Description
Comments:	Edited course description into official version.
Role:	Registrar's Scheduling Office - Bartholomew, Janet Gosser (jbartholomew@registrar.ucla.edu) - 51441
Status:	Added to SRS on 7/5/2011 2:05:36 PM
Changes:	Short Title
Comments:	Took a period out of the short title
Role:	FEC School Coordinator - Soh, Michael Young (N/A)
Status:	Returned for Additional Info on 7/5/2011 10:42:03 AM
Changes:	No Changes Made
Comments:	Routing to Registrar's Office
Role:	FEC Chair or Designee - McClendon, Muriel C (mcclendo@history.ucla.edu) - 53918
Status:	Approved on 7/5/2011 9:09:54 AM
Changes:	No Changes Made
Comments:	No Comments
Role:	L&S FEC Coordinator - Soh, Michael Young (N/A)
Status:	Returned for Additional Info on 6/27/2011 11:21:32 AM
Changes:	No Changes Made
Comments:	Routing to Vice Chair Muriel McClendon for FEC approval
Role:	Dean College/School or Designee - Friedmann, Manuela Christin (mfriedmann@college.ucla.edu) - 58510
Status:	Approved on 6/24/2011 9:07:30 AM
Changes:	No Changes Made
Comments:	This approval is being forwarded on behalf of Judi Smith, Vice Provost and Dean, Undergraduate Education
Role:	L&S FEC Coordinator - Soh, Michael Young (N/A)
Status:	Returned for Additional Info on 6/6/2011 4:40:43 PM
Changes:	No Changes Made
Comments:	Routing to Manuela Friedmann acting on behalf of Dean Smith for approval
Role:	Department Chair or Designee - Kligman, Gail (kligman@soc.ucla.edu) - 67277

Status:	Approved on 6/3/2011 11:34:13 AM
Changes:	No Changes Made
Comments:	No Comments
Role:	Department Chair or Designee - Wilson, G Jennifer (gjwilson@college.ucla.edu) - 51752
Status:	Approved on 6/3/2011 10:15:34 AM
Changes:	No Changes Made
Comments:	No Comments
Role:	Initiator/Submitter - Perez, Angel L (aperez@college.ucla.edu) - 69667
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