



COURSE OUTLINE		
TERM: Summer 2026	COURSE NO: CHIN 250	
INSTRUCTOR:	COURSE TITLE: Chinese Culture and Society (Field School)	
OFFICE: LOCAL: E-MAIL: @capilanou.ca	SECTION NO(S):	CREDITS: 3.0
OFFICE HOURS:		
COURSE WEBSITE:		

Capilano University is named after Chief Joe Capilano (1854–1910), an important leader of the Skwxwú7mesh (Squamish) Nation of the Coast Salish Peoples. We respectfully acknowledge that our campuses are located on the unceded territories of the səliłwətał (Tsleil-Waututh), shíshálh (Sechelt), Skwxwú7mesh (Squamish), and xʷməθkʷəy̓əm (Musqueam) Nations.

COURSE FORMAT

Five sessions (3 hours of each class time on campus and in-person, followed by twelve days (~25 hours) on location field school + 4th hour activities, and completed with a final session (3 hours) for In-person presentation and delivery of a research project, in a 15-week semester. Additional online meetings with the instructor outside of these hours can be arranged by appointment.

COURSE PREREQUISITES/CO-REQUISITES

None

CALENDAR DESCRIPTION

This course looks at Chinese social concepts through Chinese characters and Romanized spelling system in relation to regional dialects and cultural traits, and by comparing Chinese values with western values through contextual interpretation. Traditional teachings are introduced to mirror modern thinking of Chinese through films and Netflix translation. Social-economic changes are examined on the importance of interpersonal connection – “Guanxi”.

COURSE NOTE

CHIN 250 is an approved Culture and Creative Expression course for Cap Core requirements. This course will be taught in English, as such it does not satisfy the foreign language requirement for academic programs.
CHIN 100, CHIN 101 are recommended prior to taking CHIN 250.

REQUIRED TEXTS AND/OR RESOURCES

All readings will be provided by the instructor. Readings and video links will be accessible on eLearn.

COURSE STUDENT LEARNING OUTCOMES

On successful completion of this course, students will be able to do the following:

1. Appreciate Chinese language in comparison with English by understanding the nuances and hidden meanings beyond the surface of linguistic translation;
2. Understand and compare the differences between high syntax approach of western culture and highly contextual approach of Chinese culture;
3. Enhance cross-cultural competence: practice effective cross-cultural communication and social etiquette;
4. Synthesize research for project development: apply research skills to create, develop, and present a research project based on field school experiences;
5. Interpret international experiences, cultural framework, and knowledge from diverse perspectives (e.g., historical, philosophical and artistic);
6. Develop creative and practical skills: engage in a creative process of conception, investigation, and execution to develop problem-solving strategies;
7. Integrate classroom activities, reading, research and experiential learning in field school to formulate a report on how places have developed, and what the integration may entail further academic interest and potential career path.

Students who complete this Culture and Creative Expression course will be able to do the following:

1. Engage in creative processes including conception, investigation, execution, and ongoing critical analysis.
2. Examine the intersection of linguistic and cultural forms by expressing in a language other than English.
3. Assess the interaction among cultural frameworks, people, and the natural environment.
4. Explain or demonstrate the connection between various events, ideas, traditions, and belief systems and the modes in which they are artistically or culturally expressed.
5. Interpret diverse forms of creative expression from different perspectives (e.g. artistic, historical, Indigenous, literary, scientific, philosophical).

COURSE CONTENT

Week	Topic (See eLearn for weekly assignments)
Week 1	Introduction to Chinese language and culture (1) - The importance of research and fundamental Mandarin
	1. Chinese characters (Hanzi 汉字 versus Romanized spelling systems) in relation to regional dialects (Fangyan) and cultural traits - Class discussion based on 1st introduction material on Chinese Language and Culture - Assignment I: Cultural Tips and Strategies
Week 2	Cross Cultural Translation between English and Chinese (2) - What matters is the underlying cultural differences

	2. Comparison between Chinese and western cultures in contextual approach – case studies on interpretation - Class discussion based on 2nd lecture content “Lost in translation” -Assignment 2: Cultural differences between English and Chinese nuances – hidden meaning below the language surface
Week 3	Introduction to Chinese Society (3) - Traditions versus today’s China through the lens of film
	3. “The Three Cardinal Guidelines and the Five Constant Virtues” “San Gang Wu Chang(三纲五常)” by Confucius - Class discussion based on 3rd introduction of Chinese traditional values through the movie “Raise the Red Lantern” Director, Zhang Yimou and values through Netflix translation -Assignment 3: ‘Capturing reality’ of current Chinese youth in their thinkings – untranslated meanings in the movie
Week 4	Cross cultural communication (4) -Social networking event (aka “Guanxi”)
	4. “Benevolence, justice, etiquette, wisdom and trust” are the core “Five Constants” moral principles of Confucianism -Class discussion based on 4th lecture content “The Importance of interpersonal connection – Guanxi” through the movie “Journey to the West” (Cartoon version based on the novel by Wu Cheng’en) -Assignment 4: Perspectives on interpretation of politics and social-economics
Week 5	Comparative Values between China and the West (5)
	5. “Knowing oneself and knowing others, one hundred battles won” (Art of War, by Sunzi) -Class discussion based on 5th lecture content “Crossing the cultural barrier”. -Assignment 5: Cross cultural diplomacy – translators (UN 17 Goals)
Week 6	Field School on site – check itinerary (Beijing) 2 journals per week on daily activities (500 words each journal)
Week 7	2 journals per week on daily activities in destination site (Yunnan province)
Week 8-13	Journal 1: China – Day 1 and 2 impressions

	Journal 2: Beijing – traditional values and governance
	Journal 3: Yunnan – the natural environment and sustainability
	Journal 4: Yunnan – ethnic minority groups
Week 14-15	Term Project – Final Paper and Presentation

Research Project

Each student will research, pitch and produce a project based on the cultural content by research and their in-person learning and field school experiences during the course work. The project will include recorded material in a chosen format (written/typed with options including video recording, photography, audio, etc., which could be on phone or professional equipment), including a component to clarify the purpose and context.

Students will submit five written assignments/reports on eLearn during on campus sessions that summarize the weekly activities and the development of the term project. Four eLearn journals are produced while on site in field school. The last written assignment is a report of findings that take place during the actual field school period on site, with the final presentation and submission of the final paper after retuning to campus.

EVALUATION PROFILE

Assignments	
Assignment 1 – Assignment 1: Cultural Tips and Strategies	10%
Assignment 2: Cultural differences between English and Chinese nuances	10%
Assignment 3: 'Capturing reality' of current Chinese youth in their thinkings – untranslated meanings in the movie	10%
Assignment 4: Perspectives on interpretation of politics and social-economics	10%
Assignment 5: Cross cultural diplomacy – translators (UN 17 Goals)	10%
4 e-Learn journals	20%
Class participation/discussion	10%

Final Project – research paper and presentation	20%
Total	100%

ASSIGNMENTS:

The assignment structure for this course is determined by the instructor in accordance with the learning outcomes outlined above. Please refer to the course syllabus and eLearn site for a detailed breakdown.

Written Assignments: This course will include a combination of short written assignments (e.g. reading responses, written analysis, journals) and/or longer assignments such as a report.

Participation: Participation grades are based on the consistency, quality, and frequency of contributions to class discussions. Consistency means attending every class, maintaining a positive and respectful presence in the classroom, and actively contributing to discussions on a regular basis. Act professionally both in classes and on site.

Quality means demonstrating respect for peers and their contributions; listening attentively during lectures and when other students are speaking; and participating in all activities with an open and inquisitive mind.

Presentations: This course includes a presentation component. Detailed instructions will be provided in class and on eLearn.

GRADING PROFILE

A+ = 90-100	B+ = 77-79	C+ = 67-69	D = 50-59
A = 85-89	B = 73-76	C = 63-66	F = 0-49
A- = 80-84	B- = 70-72	C- = 60-62	

Incomplete Grades

Grades of Incomplete “I” are assigned only in exceptional circumstances when a student requests extra time to complete their coursework. Such agreements are made only at the request of the student, who is responsible to determine from the instructor the outstanding requirements of the course.

Late Assignments

Assignments are due at the beginning of the class on the due date listed unless otherwise noted in the course syllabus. If you anticipate handing in an assignment late, please consult with your instructor beforehand. See course syllabus for penalties associated with late assignments.

Missed Exams/Quizzes/Labs etc.

Make-up exams, quizzes and/or tests are given at the discretion of the instructor. They are generally given only in medical emergencies or severe personal crises. Some missed labs or other activities

may not be able to be accommodated. Rescheduling will not be allowed for reasons such as holidays or work conflict, nor shall re-scheduling be possible after exams have been graded and returned. Please consult with your instructor. Final Exams are to be written on the date and time scheduled.

Accommodations can be made to honour community needs and traditional practices.

Attendance

Students are expected to attend all classes and associated activities. Attendance is mandatory if the delivery of this course is through a weekend based format. See course syllabus for penalties related to missed classes.

English Usage

Students are expected to proofread all written work for any grammatical, spelling and stylistic errors. Instructors may deduct marks for incorrect grammar and spelling in written assignments.

Electronic Devices

Students may use electronic devices during class for note-taking only or when working in groups on tasks assigned by the instructor.

On-line Communication

Outside of the classroom, instructors will (if necessary) communicate with students using either their official Capilano University email or eLearn; please check both regularly. Official communication between Capilano University and students is delivered to students' Capilano University email addresses only.

UNIVERSITY OPERATIONAL DETAILS**Tools for Success**

Many services are available to support student success for Capilano University students. A central navigation point for all services can be found at: <https://www.capilanou.ca/student-services/>

Capilano University Security: download the [CapU Mobile Safety App](#)

Policy Statement (S2009-06)

Capilano University has policies on Academic Appeals (including appeal of final grade), Student Conduct, Academic Integrity, Academic Probation and other educational issues. These and other policies are available on the University website.

Academic Integrity (S2017-05)

Any instance of academic dishonesty or breach of the standards of academic integrity is serious and students will be held accountable for their actions, whether acting alone or in a group. See policy and procedures S2017-05 Academic Integrity for more information:

<https://www.capilanou.ca/about-capu/governance/policies/>

Violations of academic integrity, including dishonesty in assignments, examinations, or other academic performances, are prohibited and will be handled in accordance with the Student Academic Integrity Procedures.

Academic dishonesty is any act that breaches one or more of the principles of academic integrity. Acts of academic dishonesty may include but are not limited to the following types:

Cheating: Using or providing unauthorized aids, assistance or materials while preparing or completing assessments, or when completing practical work (in clinical, practicum, or lab settings), including but not limited to the following:

- Copying or attempting to copy the work of another during an assessment;
- Communicating work to another student during an examination;
- Using unauthorized aids, notes, or electronic devices or means during an examination;
- Unauthorized possession of an assessment or answer key; and/or,
- Submitting of a substantially similar assessment by two or more students, except in the case where such submission is specifically authorized by the instructor.

Fraud: Creation or use of falsified documents.

Misuse or misrepresentation of sources: Presenting source material in such a way as to distort its original purpose or implication(s); misattributing words, ideas, etc. to someone other than the original source; misrepresenting or manipulating research findings or data; and/or suppressing aspects of findings or data in order to present conclusions in a light other than the research, taken as a whole, would support.

Plagiarism: Presenting or submitting, as one's own work, the research, words, ideas, artistic imagery, arguments, calculations, illustrations, or diagrams of another person or persons without explicit or accurate citation or credit.

Self-Plagiarism: Submitting one's own work for credit in more than one course without the permission of the instructors, or re-submitting work, in whole or in part, for which credit has already been granted without permission of the instructors.

Prohibited Conduct: The following are examples of other conduct specifically prohibited:

- Taking unauthorized possession of the work of another student (for example, intercepting and removing such work from a photocopier or printer, or collecting the graded work of another student from a stack of papers);
- Falsifying one's own and/or other students' attendance in a course;
- Impersonating or allowing the impersonation of an individual;
- Modifying a graded assessment then submitting it for re-grading; or,
- Assisting or attempting to assist another person to commit any breach of academic integrity.

Sexual Violence and Misconduct

All Members of the University Community have the right to work, teach and study in an environment that is free from all forms of sexual violence and misconduct. Policy B401 defines sexual assault as follows:

Sexual assault is any form of sexual contact that occurs without ongoing and freely given consent, including the threat of sexual contact without consent. Sexual assault can be committed by a stranger, someone known to the survivor or an intimate partner.

Safety and security at the University are a priority and any form of sexual violence and misconduct will not be tolerated or condoned. The University expects all Students and Members of the University Community to abide by all laws and University policies, including B.401 Sexual Violence Policy and B.401.1 Sexual Violence Procedure (found on Policy page <https://www.capilanou.ca/about-capu/governance/policies/>)

Emergencies: Students are expected to familiarise themselves with the emergency policies where appropriate and the emergency procedures posted on the wall of the classroom.

DEPARTMENT OR PROGRAM OPERATIONAL DETAILS

See course syllabus