

# Presentation of Culture in Discipline Construction\*

Yongyi Qin

Scientific Research Management Department  
Guangxi University of Science and Technology  
Liuzhou, China

Feng Wei

Guangxi University of Science and Technology  
Liuzhou, China

**Abstract**—The culture from perspective of broad-sense culture possesses three structural levels including implement level, institution level and concept level. “Discipline” is a recapitulative “collective concept” which possesses the features of broad-sense culture. As a kind of culture modality, the discipline takes people as center and is the artificial system with guidance of value orientation. Observing discipline and discipline construction from the perspective of structural level of broad-sense culture not only is beyond the pure substantial thinking mode but also observes the substantialness itself of discipline construction from the culture level which is favorable for all the main bodies of discipline construction to establish overall viewpoints and correct core value orientation. We should keep in mind of missions of colleges in the practice of discipline construction so as to realize the objectives of discipline construction.

**Keywords**—discipline; discipline construction; culture

## I. INTRODUCTION

Entering into the new era, the demands of state for higher education become even more urgent than that in any other time and the demands for excellent talents become even stronger than that in any other time. Since 1990s, the construction of first-class colleges and disciplines has always been the system engineering which has been continuously promoted by the Chinese government. With the promotion of comprehensive national power and the higher expectation on higher education of the state, the field of Chinese higher education currently is setting the trend for construction of world-class universities and world-class discipline while embracing the more than thirty-year historic accumulation of discipline construction. Through the years of theory discussion and presentation of practice, all the people have reached consensus and realized that the discipline is the footstone of college and the first-class discipline is the base of first-class college and the core content of construction of first-class college. The world-class college and world-class discipline are the vision presented under the comparison in specific index frame system and its core connotation is to possess the first-class education and scientific research resources, cultivate the first-class students, achieve first-class scientific research achievements and make the first-class contributions to the social development. Circling the first education and scientific research resources and first-class

achievement output, people have put forward various kinds of thought models for the contents and characteristics of the world-class colleges and world-class disciplines, assessment system and construction path as well as construction modes of disciplines. Because there are certain common characters and their respective characteristics among disciplines, people have been developing the works of discipline construction towards the world-class level. In the vertical and multidimensional practical cases, people can observe the discipline construction, grasp the hierarchical framework of broad-sense culture, expand and deepen the acknowledgement of discipline and discipline construction from the perspective of culture based on the modality and perspective where discipline is deemed as culture so as to better understand where is the source of discipline construction and where it will go.

## II. CULTURE AND ITS LEVELS

### A. Broad-sense Culture View

The culture is generated with the occurrence of human and is sourced from the diversity of people’s life. The concept and connotation of culture also possess diversity. There is the complete expression of broad-sense culture view in the book, *Ci Hai* published in our country that “culture refers to the summation of material wealth and spiritual wealth created during social and historic practice process.” [1] The concept and connotation of broad-sense culture is extremely rich and possesses extremely broad extension. As a whole, culture possesses structure and levels. There are scholars proposing the four-level culture theory which includes implement level, system level, conduct code level and values level where the first two are located in the periphery of cultural system structure while the last two are located at the core of cultural system structure. [2] There are also scholars further proposing, on the base of four levels of culture mentioned above, that the systematic or written specifications about conducts (such as laws and government decrees, etc) can be listed in the system level while the non-systematic or unwritten specifications about culture (such as morality and customs, etc) can be included into the values level; while the conducts of people can be pushed up or moved down; the conducts belonging to system constraint can be included into the system level; the conducts subject to concept shall be included into concept level, therefore, the level of conduct code actually can be removed. And culture only has three levels- including implement level, system level and concept level.[3] The “three-level culture theory” is a kind of understanding relatively acknowledged by people.

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## B. Levels of Culture

The culture is the outcome of evolution, history and society and is passed on from generation to generation through postnatal acquisition and congenital hereditary. The detailed contents of three levels of broad-sense culture are: I. implement level which is corresponding to specific implements and is constituted by materialized knowledge and the summation of material production activities and the products therefrom of human as well as the things that can be perceived and possesses material substance; II. The systematic culture level which is the various kinds of social specifications and their constitutions established in the social practice of human including socio-economic system, marriage system, family system, political and legal system and the organizational systems including family, nation, state, economy, politics, religion, association, education and art, etc. III. Concept and culture level which is manifested as morality, custom and the values, aesthetic taste and mode of thinking, etc contained in the conducts of people.

## III. DISCIPLINE AS CULTURAL MODALITY

### A. Meaning of Discipline

From the perspective of "level analysis atlas" constructed by word frequency analysis based on concept of concept, the concept of "discipline" has a clear analysis framework. Discipline refers to a set of systematic and orderly knowledge system formed in the process of knowing the object of people with the pattern of manifestation of a kind of academic system, academic organization, course of teaching or a kind of activity form. The discipline is not only a set of systematic and orderly knowledge system but also is a set of academic system manifesting the social construction as well as the outcome when human culture develops to relative high stage which exists in various social fields and gives play to the inner impacts thereinto. In college organizations, the discipline is mainly manifested as research platform, course of teaching, academic team, training system and discipline culture, etc.

### B. Disciplines from Perspective of Broad-sense Culture

Discipline belongs to the category of broad-sense culture. There are scholars proposing that if deeming culture as "natural" "humanization" according to the concept of broad-sense culture is essentially the "non-natural" system relative to "natural" created by human, no matter the humanistic and social science revealing the human essence and the human society development regulations or the natural science studying various types, forms and properties as well as forms of motion of the whole natural world all belong to the cultural categories.[5] From this, any one of the disciplines in the specific "discipline" including natural science disciplines, social science discipline and humanities shall be deemed as the specific "cultural body" in the culture level of broad-sense culture system which is the specific object in the category of broad-sense culture.

### C. Discipline Is a Kind of Cultural Modality

"Discipline: is a kind of cultural modality in broad-sense culture. On the one hand, the broad-sense culture is the

outcome of evolution, history and society and the modeled existence which is beyond of the substantive thought mode. It does not deem culture as the specific social field related to specific entity but understand culture as the thing existing in various social fields and giving play to the inner impacts thereinto; while as a kind of "non-natural thing" relative to natural substance, "discipline" is a kind of objective existence constructed by human thoughts which is also the outcome of evolution, history and society as well as the modeled objective existence and it also is beyond of substantive and does not aim at specific entity as well as is the objective existence of human thought outcome. It exists in various social fields and gives play to inner impacts thereinto. As we can see that disciplines have the essential property of broad-sense culture. On the other hand, in case of perspective of narrow-sense culture, if understanding culture through substantial thinking mode, people are used to deeming culture as another substantial social field existing beyond of economic field and political field as well as the relatively independent cultural field with substantive carriers including education, scientific research, art, religion, publication and media, etc.[6] We can see that in the substantive thinking mode, although the extension of culture is involved with discipline but also does not aim at a specific "discipline". Actually, the concept and connotation of discipline manifest that discipline aims at non-natural things which is beyond of the scope of investigation of substantial thinking mode. Discipline is a kind of objective existence of human thinking outcome. Therefore, the investigation on "discipline", the special object from the perspective of broad-sense culture agrees more with the values of people and can also comply with the true presentation of concept analysis. Although the discipline and broad-sense culture possess the homogeneity, we cannot think that the concept of "discipline" is completely equal to the concept of "culture from this. Because as a recapitulative "collective concept" in the systematic culture level in broad-sense culture, the concept of "discipline" does not possess the directional characteristics, we can deem "discipline" as a kind of "cultural modality" in broad-sense culture. And it possesses all features of broad-sense culture.

## IV. DISCIPLINE CONSTRUCTION IS A KIND OF CULTURAL CONSTRUCTION BEHAVIOR

### A. Discipline Construction Is a Complex Systems Engineering

As a cultural modality in broad-sense culture, "discipline" has all the characteristics of broad-sense culture, which is structural, hierarchical, and human-centered, and is also a value-oriented human procedure. Therefore, it can be considered that the discipline construction is a cultural construction, which includes the construction of cultural aspect of disciplines and the cultural aspect of discipline systems, as well as that of concept and culture level of disciplines.

The discipline construction in the practical situation involves the complex relationships between the inside and outside of a college, and the inside and outside of a discipline, such as the relationship between school and government, that between departments plans and top-level designs of colleges,

as well as the ecological relationship in discipline structure, that between subject, specialty and curriculum. It is very difficult to make a comprehensive and clear grasp of the relationship between all actions, like walking in a labyrinth, when carrying out the discipline construction in a complex variety of relationships. Even if it has clear value orientation and target guidance, it is not definitely that we can find correct action and clear action purpose. Therefore, we can only push forward it in advance according to the established plan and move towards the predetermined goal through various actions. That is because people may only carry out a "bounded rationality" assessment by the effect of disciplinary construction.

### B. Cultural Presentation of Discipline Construction

In the field of higher education, "discipline construction" and "cultural construction" has three levels. Corresponding to the three aspects of culture, that is, the physical aspect, the institutional aspect and the concept aspect, discipline construction is also carried out at three aspects. The first aspect is the construction of discipline physical aspect, which mainly includes research base, discipline structure, specialty setting, teaching subjects, academic team, academic team and scientific research project. The second aspect is the construction of system aspect, that is discipline regulation system or discipline policy system, which is about disciplines' system construction of personnel training system, academic standard system, management system of base construction, management system of scientific research and organization and operation mechanism; the third aspect is the construction of concept aspect, which mainly includes disciplines' academic ethics, academic atmosphere, discipline vision and discipline culture, as well as shaping values, aesthetic tastes and ways of thinking that are contained in the behavior of disciplinary team members.

### C. To Promote the Development of Disciplines in Cultural Construction

Discipline construction is a systematic engineering, which needs global concept and correct core value orientation. Cultural stratification, from utensil culture to institutional culture, and then to conceptual culture, can further refine the types of culture in every cultural form. In the three cultural aspects of discipline construction, there are many types of action that can be differentiated, which requires an emphasis on the overall viewpoint. So that the construction activities of all cultural aspects are always carried out in an orderly and effective way around the core values of discipline construction. Whether it is the collaborative activities of the government, schools and disciplines, or the coordinated development of various aspects within schools or disciplines or the relationship between various aspects of discipline construction, such as teaching and research, major and construction, teachers and students, learning and scientific research, all relevant subjects of discipline construction should first set up a global concept and correct core value orientation in cognition and action theory, so as to avoid the one-sided or inconsistent phenomena of construction behavior due to the unilateralism of knowledge leading erroneous discipline construction decisions.

## V. CONCLUSION

Innovation drive is essentially talent drive. Focusing on the fundamental mission of cultivating outstanding talents for the society, universities are carrying out the basic functions of academic research, social service and cultural inheritance and innovation. Disciplines are the basic organization unit for universities to fulfill their functions and mission, bearing the dream of universities. With the help of a broad cultural view, it transcends substantive thinking and promotes discipline construction from the perspective of cultural aspect, which is conducive to the overall concept of discipline construction and the correct core value orientation of discipline construction for the discipline construction parties' behavior subjects. In the course of discipline construction, we should keep firmly in mind the mission of universities. Through the construction of artifacts culture, system culture and ideology culture, we will make a first-class school governance system and the ability of modern governance, and build a first-class discipline team to produce high level scientific research results, so as to achieve the fundamental goal of strengthening moral education and cultivate people.

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