

## General Studies Request Form

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Permanent numbered courses must be submitted to the workflow in [Kuali CM](#) before a General Studies request is submitted here. The General Studies Council will not review requests ahead of the new course being reviewed by the Senate.

More detailed information about requesting General Studies designations is found [here](#).

### Proposal Contact Information

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Submitter Name	Submitter Email	Submitter Phone Number
Joanne Tsao	Joanne.Tsao@asu.ded	480-965-3771

College/School	Department/School
The College of Liberal Arts and Sciences (CLA)	School of International Letters and Cultures (CLAN-LIT)

### Submission Information

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Select the type of submission:

New Request (This course or topic does not currently hold this designation)

Requested Effective Date

Spring 2023

### ASU Request

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Is this request for a permanent course or a topic?

Topic

Subject	Course Number	Units/Credit Hours
CHI	294	3

#### Topic Information

If your request is approved:

1. Topics on [omnibus courses](#) only carry designations for three consecutive semesters (excluding summer), *whether or not they are scheduled*. Once expired, a new request must be submitted.
2. Topics on **permanent courses** require mandatory review every five years.

Topic Title

Chinese Ghost Stories

Topic Description

The space between possible and impossible, normal and abnormal in a society is intriguing. This course, conducted entirely in English, is designed to survey some of the most representative stories of strange—abnormal human experiences, ghostly encounters, animal spirits, prophetic dreams—in premodern Chinese narrative discourse and in modern adaptations (film, stage, and TV drama productions).

If this topic exists on any other courses and the sections will be combined in the schedule, please list those courses here.

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## General Studies

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### Requested Designation

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#### G - Global Awareness

##### G: Global Awareness

##### **Rationale and Objectives**

Human organizations and relationships have evolved from being family and village centered to modern global interdependence. The greatest challenge in the nuclear age is developing and maintaining a global perspective which fosters international cooperation. While the modern world is comprised of politically independent states, people must transcend nationalism and recognize the significant interdependence among peoples of the world. The exposure of students to different cultural systems provides the background of thought necessary to developing a global perspective.

Cultural learning is present in many disciplines. Exposure to perspectives on art, business, engineering, music, and the natural and social sciences that lead to an understanding of the contemporary world supports the view that intercultural interaction has become a daily necessity. The complexity of American society forces people to balance regional and national goals with global concerns. Many of the most serious problems are world issues and require solutions which exhibit mutuality and reciprocity. No longer are hunger, ecology, health care delivery, language planning, information exchanges, economic and social developments, law, technology transfer, philosophy, and the arts solely national concerns; they affect all the people of the world. Survival may be dependent on the ability to generate global solutions to some of the most pressing problems.

The word university, from universitas, implies that knowledge comes from many sources and is not restricted to local, regional, or national perspectives. The Global Awareness Area recognizes the need for an understanding of the values, elements, and social processes of cultures other than the culture of the United States. Learning which recognizes the nature of others cultures and the relationship of America's cultural system to generic human goals and welfare will help create the multicultural and global perspective necessary for effective interaction in the human community.

Courses which meet the requirement in global awareness are of one or more of the following types:

- (1) in-depth area studies which are concerned with an examination of culture-specific elements of a region of the world, country, or culture group,
- (2) the study of contemporary non-English language courses that have a significant cultural component,
- (3) comparative cultural studies with an emphasis on non-U.S. areas, and
- (4) in-depth studies of non-U.S. centered cultural interrelationships of global scope such as the global interdependence produced by problems of world ecology, multinational corporations, migration, and the threat of nuclear war.

[Reviewed April 2014]

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##### "G" Criteria 1

Studies **must** be composed of subject matter that addresses or leads to an understanding of the contemporary world outside the U.S.

Identify the submitted documentation that provides evidence.

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course material

How does this course meet the spirit of this criteria?

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The course examines social and cultural aspects (such as gender, afterlife, religions, and ethics, etc) in contemporary China since the medieval time.

Please provide detailed evidence of how this course meets this criteria (i.e. where in the syllabus or other course materials).

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The stories in course reading material 5.1 show how family structure in contemporary China shaped by centuries long tradition of female gender role.

## "G" Criteria 2

The course must match at least one of the following descriptions (check all which may apply):

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a. In-depth area studies which are concerned with an examination of culture-specific elements of a region, country or culture group. The area or culture studied must be non-U.S. and the study must contribute to an understanding of the contemporary world.

### "G" Criteria 2A Information

In-depth area studies which are concerned with an examination of culture-specific elements of a region, country or culture group. **The area or culture studied must be non-U.S. and the study must contribute to an understanding of the contemporary world.**

Identify the submitted documentation that provides evidence.

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syllabus

How does this course meet the spirit of this criteria?

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The course examines social and cultural aspects (such as gender, afterlife, religions, and ethics, etc) in contemporary China since the medieval time.

Please provide detailed evidence of how this course meets this criteria (i.e. where in the syllabus or other course materials).

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The section of course objectives in the syllabus states that this course examines the development of tales of strange in the Chinese literary tradition from the Six Dynasties era to the 20th century film adaptations. This course looks at how strange beings are depicted in human behavior, social orders and defiance, or gender dislocations within the religious and ethical influenced Chinese society.

Attach a sample syllabus for this course or topic, including the list of any required readings.

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[CHI 294\\_Ghost Syllabus.pdf](#)

Attach the table of contents from any required textbook(s).

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[Title pg\\_Minford John tr-Strange tales from a Chinese studio- OCR.pdf](#)

Attach any other materials that would be relevant or helpful in the review of this request.

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[Reading 5.1\\_Three Stories from Pu Song-ling, Liao-zhai's Record of Wonders.pdf](#)

## Form Submission - Proposer

Submitted for Approval | Proposer

Joanne Tsao - September 16, 2022 at 9:55 AM (America/Phoenix)

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### Department Approval

Approved

Mike Tueller - September 18, 2022 at 7:31 PM (America/Phoenix)

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### Provost's Office Review

Approved

April Randall - October 7, 2022 at 11:21 AM (America/Phoenix)

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### Global Awareness Committee Review

Acknowledgement Requested

Natalie Heywood - October 17, 2022 at 3:43 PM (America/Phoenix)

Revise and Resubmit. The course description, one of the learning objectives (the first, "Identify certain social and cultural aspects of modern Chinese life through the lens of medieval ghost stories and modern adaptations"), and included textual examples appear to support that this course meets the requirements for designation of global awareness through the focus on "social and cultural aspects of modern Chinese life through the lens of medieval ghost stories and modern adaptations." However, since there is very little information on the weekly topics and no included weekly assigned materials, we do not have enough evidence to make a determination of meets for this one. We suggest to revise with weekly topics and assigned materials present in the syllabus and resubmit.

Jada Ach

Megan Todd