

General Studies Request Form

New 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 proposal being reviewed by the Senate.

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

Proposal Contact Information

Submitter Name	Submitter Email	Submitter Phone Number
Stephen R Bokenkamp	sbookenka@asu.edu	4803054548

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

Submission Information

Type of submission:

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

Requested Effective Date

Fall 2023

ASU Request

Is this request for a permanent course or a topic?

Permanent Course

Subject Code	Course Number	Units/Credit Hours
CHI	346	3

Course Information

Courses approved for General Studies require mandatory review every five years.

Course Title

Chinese Religions

Course Description

Examines the history and practices of Chinese religions with particular attention to culture, society, and history.

Is this a crosslisted course?

Identify all crosslisted courses.

Yes

REL 346

Is this course offered by another academic unit?

No

Department/School

School of Historical, Philosophical & Religious Studies (CHSTCRIT)

Statement of Support #1

Statement of Support #2

Statement of Support #3

[Michael Tueller SILC.docx](#)

[Amesbury SHPRS letter.docx](#)

[Support 346 \(1\).docx](#)

General Studies

Requested Designation

HU - Humanities, Arts and Design

HU: Humanities, Arts and Design

Rationale and Objectives

The humanities disciplines are concerned with questions of human existence and meaning, the nature of thinking and knowing, with moral and aesthetic experience. The humanities develop values of all kinds by making the human mind more supple, critical, and expansive. They are concerned with the study of the textual and artistic traditions of diverse cultures, including traditions in literature, philosophy, religion, ethics, history, and aesthetics. In sum, these disciplines explore the range of human thought and its application to the past and present human environment. They deepen awareness of the diversity of the human heritage and its traditions and histories, and they may also promote the application of this knowledge to contemporary societies.

The study of the arts and design, like the humanities, deepens the student's awareness of the diversity of human societies and cultures. The arts have as their primary purpose the creation and study of objects, installations, performances, and other means of expressing or conveying aesthetic concepts and ideas. Design study concerns itself with material objects, images and spaces, their historical development, and their significance in society and culture. Disciplines in the arts and design employ modes of thought and communication that are often nonverbal, which means that courses in these areas tend to focus on objects, images, and structures and/or on the practical techniques and historical development of artistic and design traditions. The past and present accomplishments of artists and designers help form the student's ability to perceive aesthetic qualities of artwork and design.

The Humanities, Arts and Design are an important part of the General Studies program, for they provide an opportunity for students to study intellectual and imaginative traditions and to observe and/or learn the production of artwork and design. The knowledge acquired in courses fulfilling the Humanities, Arts and Design requirement may encourage students to investigate their own personal philosophies or beliefs and to understand better their own social experience. In sum, the Humanities, Arts and Design core area enables students to broaden and deepen their consideration of the variety of human experience.

[Revised March 2021]

Note: The following types of courses are **excluded** from the "HU" designation, even though they might give some consideration to the humanities, arts and design:

1. Courses devoted primarily to developing skill in the use of a language.
2. Courses devoted primarily to the acquisition of quantitative or experimental methods.
3. Courses devoted primarily to teaching skills.

"HU" courses must meet *either* 1, 2, or 3 *and* at least one of the criteria under 4 in such a way as to make the satisfaction of these criteria **a central and substantial portion** of the course content.

Select which "HU" criteria this course meets.

1. Emphasizes the study of values; the development of philosophies, religions, ethics or belief systems; and/or aesthetic experience.

"HU" Criteria 1

Emphasizes the study of values; the development of philosophies, religions, ethics or belief systems; and/or aesthetic experience.

Identify the submitted documentation that provides evidence.

Syllabus

How does this course meet the spirit of this criteria?

The course focuses on general Chinese religious values as well as the organized religions of Buddhism and Daoism. The learning outcomes are that, by the end of this course, students will be able to

- _comprehend and critically analyze simple texts on Buddhism, Daoism and Popular Chinese Religion.
- _comprehend and critically analyze websites related to course content
- _comprehend and discuss intelligently the basic building blocks of the Chinese worldview.
- _comprehend and discuss intelligently the roles of tradition in modern Chinese life.

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

Syllabus, pp. 3-5: Part one introduces the enduring principles of Chinese religious thought (e.g. ancestral practice – over 70% of modern mainland Chinese present offerings at their parents grave on Qingming). Part two explores the challenges of Buddhism to these structures. Part three brings in the problems established religions face in modern China. Part four explores how these challenges map onto China's native religion, Daoism. Part five helps students return with these insights to think about the predicament of religion in modern China as well as, to a lesser extent, introducing the US reinvention of certain Chinese religious practices.

"HU" Criteria 4

In addition, an "HU" course must meet one or more of the following requirements. Select all that apply.

a. Concerns the development of human thought, with emphasis on demonstrable critical analysis of philosophical and/or religious systems of thought.

"HU" Criteria 4A Information

Concerns the development of human thought, with emphasis on **demonstrable critical analysis** of philosophical and/or religious systems of thought.

Identify the submitted documentation that provides evidence.

syllabus

How does this course meet the spirit of this criteria?

Class discussions are designed to achieve the listed communication goals and to help students comprehend and analyze religious texts on Chinese religion, Buddhism, and Daoism, incorporating new concepts and vocabulary items drawn from the domain of Chinese religious studies into their writing and speaking. At several points during the course students will be asked to individually present course material to the class with the goal of fostering the ability to understand and summarize course content-related material. The overall rhythm

of the course is that scholarly analyses of a topic are presented on Tuesdays and stories and other materials illustrating that topic on Thursdays.

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

Comprehension and Analysis

By the end of this course, students will be able to

- _comprehend and critically analyze simple texts on Buddhism, Daoism and Popular Chinese Religion.
- _comprehend and critically analyze websites related to course content
- _comprehend and discuss intelligently the basic building blocks of the Chinese worldview.
- _comprehend and discuss intelligently the roles of tradition in modern Chinese life.

Communication

By the end of this course, students will be able to

- _read and summarize course content-related material.
- _analyze religious statements from the perspective of the differences between Chinese and Western cosmologies.
- _incorporate new vocabulary items drawn from the domain of religious studies into their writing and speaking.

Syllabus, pp. 3-5. I have marked the reading sessions that model critical analysis with an asterisks.

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

[REL:CHI 346 syllabus.pdf](#)

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

No Response

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

No Response

Form Submission - Proposer

Submitted for Approval | Proposer

Stephen Bokenkamp - October 29, 2022 at 3:23 PM (America/Phoenix)

Department Approval

Approved

Richard Amesbury - October 29, 2022 at 4:25 PM (America/Phoenix)

Provost's Office Review

Sent Back

April Randall - October 31, 2022 at 4:47 PM (America/Phoenix)

Per the instructions on this form, current syllabus information must also be entered into Quali CM. If you don't have access to Quali CM, you'll need to work with your unit and coordinate with the individual(s) able to submit Quali CM course proposals. They must propose changes to the course in order to add the syllabus information.

Form Submission - Proposer

Submitted for Approval | Proposer

Stephen Bokenkamp - November 25, 2022 at 2:15 PM (America/Phoenix)

Department Approval

Approved

Mike Tueller - November 25, 2022 at 2:20 PM (America/Phoenix)

Provost's Office Review

Approved

April Randall

Joni Lochtefeld - December 2, 2022 at 10:37 AM (America/Phoenix)

Humanities, Arts and Design Committee Review

Acknowledgement Requested

Bertha Manninen - January 18, 2023 at 12:11 PM (America/Phoenix)

We are recommending a revise and resubmit for this course.

he course objectives and learning outcomes do meet the HU standard. But there is little by ways of explaining class assignments. From the syllabus alone there is no way to tell if the class presentations,

quizzes, or final paper require students to engage in critical thinking or analysis. The application must provide demonstrable critical analysis in assignment descriptions in the syllabus or in the application rubric. We recommend that the professor revise and resubmit the form with more information on the nature of the class assignments, and emphasizing in what way the students are required to engage in critical analysis.

Michelle Saint

Mina Suk

Peter Schmidt

General Studies Council Meeting

Waiting for Approval

April Randall

Joni Lochtefeld

Registrar Notification

Notification

Courses Implementation

Implementation

Approval

Rebecca Klein

Lauren Bates

Alisha Von Kampen

Proposer Notification

Notification

Stephen Bokenkamp

Permanent Course Notification

Notification

Tanaya Dempsey
