

General Studies Gold Request Form

Consult the [General Studies Request FAQ](#) for more information and quick answers.

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 a new course proposal being reviewed by the Senate.

Submission Information

College/School

The College of Liberal Arts and Sciences (CLA)

Department/School

School of Social Transformation (CSOCTRANS)

Submission Type

New Request

Requested Effective Date

Fall 2024

ASU Request

Is this request for a permanent course or a topic?

Topic

Subject Code

APA

Course Number

360

Units/Credit Hours

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 Americans

List all other courses where this topic exists and the sections will be combined in the schedule.

Topic Description

This course explores the history and contemporary situation of Chinese immigrants and US-born Chinese Americans in the U.S. It will cover early immigration history, Chinese Exclusion (1882-1943), transition period (1943-1965), and contemporary period (1965 and on). The class will examine how geopolitics, US immigration law and domestic policies have impacted Chinese American settlement and economic opportunities and shaped community formation and individual experiences.

Requested Designation

Global Communities, Societies, and Individuals (GCSI)

Attach a representative syllabus for the course, including course learning outcomes and descriptions of assignments and assessments.

[APA 360 Chinese Americans GS Gold Review Syllabus \(1\).pdf](#)

Global Communities, Societies, and Individuals (GCSI)

Courses in the Global Communities, Societies, and Individuals knowledge area explore the world from multiple vantage points. They consider historical, ongoing or transforming global issues across multiple scales and types of human experiences. Students will analyze ways that geographical and historical contexts influence communities, societies, and individuals. In addition to courses focused entirely on non-US American issues, courses structured to include comparative or transnational connections between the United States and other countries, i.e., courses that consider a global issue in multiple locations one of which is the United States, fall into this knowledge area. Courses focused mostly or only on US American issues or populations, however, even across diverse communities, are not included in this knowledge area. This knowledge area develops students' skills in global awareness, and the analysis of social, political, economic, or cultural systems, skills essential to participating more fully in communities.

Instructions: In the fields below, state the assignment, project, or assessment that will measure each learning outcome, and provide a description. The description should provide enough detail to show how it measures the learning outcome. If needed, more than one can be identified.

The proposal does not need to include all course assessments that measure a given learning outcome. The provided assessment should include sufficient detail to allow the subcommittee to make their evaluation. When appropriate, the same assessment can be listed for more than one learning outcome (e.g., a culminating project).

You may provide links to a document (Google Drive or Dropbox) that includes the relevant details for the assessment. **Do not provide links to Canvas shells.**

GCSI Learning Outcome 1: Describe historical, contemporary, or transforming global issues through the perspective of specific individuals, communities, or societies.

Mid-term exam:

An in-class exam covering the first part of the course will mainly be matching, short answers and short essays:

1. Matching – 20%
2. short answers – 45%
3. short essay – 35%

Sample items from the Midterm Exam:

1. Short Essay: Describe the migration experiences of Chinese women in the US during exclusion and transition eras. Be sure to address changing US laws, education, occupation, family structure, and socio-cultural conditions, and provide evidence from course materials including the documentary.

2. Short Answer: Briefly describe the *U.S. v Wong Kim Ark* case, including its background and content, and its impacts on Chinese Americans.

GCSI Learning Outcome 2: Analyze the interactions among social, political, economic, or cultural systems across local, regional, and global scales or spaces.

Mid-Term Exam

An in-class exam covering the first part of the course will mainly be matching, short answers and short essays:

1. Matching – 20%
2. short answers – 45%
3. short essay – 35%

Sample items from the Midterm Exam:

1. Short Essay: Describe the migration experiences of Chinese women in the US during exclusion and transition eras. Be sure to address changing US laws, education, occupation, family structure, and socio-cultural conditions, and provide evidence from course materials including the documentary.
2. Short Essay: Describe the impacts of World War II in Chinese immigration, families and communities. Be sure to address international events, changing US immigration laws, occupational opportunities, residential patterns, gender ratio, and family reunification, and provide relevant evidence.
3. Short Answer: Who was a Paper Son? Why was the phenomenon possible? How does it connect to the 'confession program'?

GCSI Learning Outcome 3: Articulate ways in which dimensions of difference such as race, gender, socio-economic status, religion, language, or citizenship separately and together affect individuals and communities.

Mid-Term Exam

An in-class exam covering the first part of the course will mainly be matching, short answers and short essays:

1. Matching – 20%
2. short answers – 45%
3. short essay – 35%

Sample items from the Midterm Exam:

1. Short Essay: Describe the migration experiences of Chinese women in the US during exclusion and transition eras. Be sure to address changing US laws, education, occupation, family structure, and socio-cultural conditions, and provide evidence from course materials including the documentary.
2. Short Essay: Describe the impacts of World War II in Chinese immigration, families and communities. Be sure to address international events, changing US immigration laws, occupational opportunities, residential patterns, gender ratio, and family reunification, and provide relevant evidence.
3. Short Answer: Who was a Paper Son? Why was the phenomenon possible? How does it connect to the 'confession program'?
4. Short Answer: Briefly describe the *U.S. v Wong Kim Ark* case, including its background and content, and its impacts on Chinese Americans.
5. Short Answer: Briefly describe why the US Congress passed the 1882 Chinese Exclusion Act, and at least two key features of this law. How did it affect migration and Chinese American communities?

GCSI Learning Outcome 4: Communicate coherent arguments using evidence drawn from qualitative or quantitative sources.

1) Research Project

Project proposal and paper should relate to issues of Chinese Americans in Arizona, with a topic of student groups' own interest, e.g., immigration, community organization, and/or business operation. This proposal should include a title, description of the research, research methods and a short bibliography (3-5 items).

2) Term Paper

An 8-10-page paper (excluding title page, maps, diagrams, tables, photographs, references, etc.) have a reference section with at least 8 quality bibliographic items. All students are required to present their paper and discuss other students' papers in class.

Rationale: The course requires students to create a term paper based on research into a topic pertaining to the course learning outcomes. The term paper allows students the opportunity to demonstrate their learning in how to successfully utilize the quantitative and qualitative data presented in the course and discovered in their original and/or secondary research to support the claims that they advance in the term paper.

List all course-specific learning outcomes. Where appropriate, identify the associated GCSI learning outcome(s) in brackets (see below for example). Note: It is expected that a majority of course-specific learning outcomes will be associated with a GCSI learning outcome.

1. Create a project proposal relating to Arizona Chinese American communities on a subject of your interest. [GCSI LO1 & LO3]
2. Interpret historical immigration prior to the 1882 Chinese Exclusion act using oral history and/or historical documents. [GCSI LO1 & LO2]
3. Explain the profound impacts of the 61-year Chinese Exclusion Act on Chinese communities. [GCSI LO1 & LO3]
4. Describe how World War II changed the trajectory of Chinese American communities. [GCSI LO1]
5. Create a research project and final course paper that uses US Census data, immigration data, oral history, observation, or other methods to demonstrate understanding of historical and contemporary Chinese American communities and the issues they face. [GCSI LO1, LO2, & LO4]
6. Explain how US immigration policy changes since 1965 have impacted Chinese immigration flow and diversity and changing Chinese American settlement and socioeconomic profiles. [GCSI LO1 & LO3]
7. Explain how the shifting US-China geopolitical and economic situation have profound impacts on Chinese Americans and US society. [GCSI LO1 & LO3]

Form Submission - Proposer

Submitted for Approval | Proposer

Melinda Riddle - April 10, 2024 at 12:50 PM (America/Phoenix)

Department Approval

Approved

Raphael Charron-Chenier

Camilla Fojas

Michelle Vlahoulis - April 10, 2024 at 7:44 PM (America/Phoenix)

Sada Gilbert

GSC Coordinator Review

Approved

Kaitlyn Dorson - April 11, 2024 at 9:01 AM (America/Phoenix)

April Randall

Assistant Vice Provost Review

Approved

Tamiko Azuma - April 11, 2024 at 9:08 AM (America/Phoenix)

Pre-GSC Meeting

Approved

Kaitlyn Dorson - April 11, 2024 at 10:09 AM (America/Phoenix)

April Randall

Global Communities, Societies and Individuals (GCSI) Subcommittee

Acknowledgement Requested

Susan Harmeling

Greg Wise

Annapurna Ganesh

Natalie Heywood - April 23, 2024 at 2:42 PM (America/Phoenix)

Revise and Resubmit. While some of the content focuses on Chinese immigration to America, the majority of the content is focused on the experiences of Chinese Americans within the US and the various social, cultural, and political issues centered around the United States. If further information and assessment examples can be provided on how the majority of the course content is focused on non-U.S. area issues, we can review again for potential approval.

General Studies Council Meeting

Waiting for Approval

Kaitlyn Dorson

April Randall

Registrar Notification

Notification

Courses Implementation

Implementation

Approval

Rebecca Klein

Lauren Bates

Alisha Von Kampen

Proposer Notification

Notification

Melinda Riddle

College Notification

Notification

Amanda Smith

Jenny Smith

DARS Notification

Notification

Leticia Mayer

Peggy Boivin

