

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 sent to the Senate.

Submission Information

College/School

The College of Liberal Arts and Sciences (CLA)

Department/School

School of International Letters and Cultures (CLANLIT)

Submission Type

New Request

Requested Effective Date

Spring 2025

ASU Request

Is this request for a permanent course or a topic?

Topic

Subject Code

CHI

Course Number

294

Units/Credit Hours

3

Topic Information

If your request is approved:

1. Topics on [omnibus courses](#) carry a designation for one semester (including summer). Please ensure you have requested the term you plan to offer/schedule the topic. Once expired, a new request must be submitted.
2. Topics on permanent courses require mandatory review every five years.

Topic Title

Chinese Ghost Stories

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

SLC 294

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,

etc.—in pre-modern Chinese narrative discourse and in modern adaptations. ***Certain materials of this course may contain depictions of sexual activity, gender issues, violent behavior, or religious and ideological elements.

Has this topic been scheduled in the past with a GS Gold designation? If so, list which semester(s).

No

Omnibus topics cannot hold a GS Gold designation for more than three semesters total.

If this topic has already been offered twice with a GS Gold designation, you must attach examples of student work in the next field confirming the measurement of all category learning outcomes. The proposal will not be reviewed without these files.

If this topic has been offered three times with a GS Gold designation, you must request a new permanent course, then request the General Studies designation under the permanent course number.

Student Work Examples

No Response

If this course or topic already carries a different General Studies Gold (not Maroon) designation than the one being requested, please check this box.

By checking this box, I confirm I understand that each course or topic can only carry one General Studies Gold designation. If this request is approved, it will replace the existing GS Gold designation on the course or topic.

Provide a brief justification for this request to change the General Studies Gold designation on this course or topic.

This course was originally fast-tracked to a GCSI designation, but upon close examination of the requirements, it seems that it is a much better fit for HUAD. The focus is on interpreting and analyzing literary and artistic works from a single country, and not so much on global impact.

General Studies Gold Designation Request

Requested Designation

Humanities, Arts and Design (HUAD)

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

[CHI294 Chinese Ghost Stories.pdf](#)

Humanities, Arts and Design (HUAD)

The humanities explore questions of human existence and meaning, the nature of thinking and knowing, and moral and aesthetic experience. Humanities reflect on values of all kinds and seek to make the human mind more analytical, contemplative, and expansive. They are often concerned with the study of textual and artistic practices of cultures, such as traditions in literature, philosophy, religion, ethics, history, and aesthetics; the humanities also explore human thought and action and its application to human environments. They deepen awareness of the breadth of human heritages, traditions, and histories; build literacy and critical thinking skills in evidence analysis and argumentation; and implicitly or explicitly promote the application of this knowledge to contemporary societies.

The study of arts and design deepens our awareness of human societies and cultures. The arts have as a 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 often employ nonverbal modes of thought and communication, and courses in these areas tend to focus on sounds, objects, images, and structures and/or on the practical techniques and historical development of and innovation in artistic and design traditions.

Upon completion of a course in Humanities, Arts and Design, students will be able to complete all outcomes in one of the two following groups.

Group 1:

1. Analyze cultural creations or practices in historical or contemporary context.
2. Interpret the formal, aesthetic, and creative elements in literary, visual, or cultural texts.
3. Articulate relationships among tradition, innovation, individual creativity, and communal expression in cultural creations or practices.
4. Communicate narratives, ideas, or arguments using such elements as evidence, creativity, and critical thinking.

Group 2:

1. Analyze cultural, political, or social practices, texts, or discourses in historical or contemporary context.
2. Communicate coherent arguments or narratives using evidence drawn from qualitative or quantitative sources.
3. Identify perspectives or values as manifested in a given philosophical or religious framework or a given historical or cultural context.

Choose the appropriate group of HUAD learning outcomes for this course.

Group 1

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.

HUAD Learning Outcome 1 (Group 1): Analyze cultural creations or practices in historical or contemporary context.

Term paper:

This assignment is worth 20% of the total grade. In the term paper, the student should aim to examine a representative theme or concept that occurs in two or more stories we read, analyze these stories specifically within the Chinese cultural space, draw upon scholarly texts (at least one scholarly book and one scholarly article) to help you develop a strong argument (thesis statement). The stories are all drawn from premodern China and analyzed in light of their historical context, as shown by reading materials such as Stephen Bokenkamp's book *Ancestors and Anxiety*, which examines the development of Daoist ideas in Six Dynasties China.

HUAD Learning Outcome 2 (Group 1): Interpret the formal, aesthetic, and creative elements in literary, visual, or cultural texts.

Term paper:

This assignment, worth 20% of the total grade, requires the student to examine a representative theme or concept that occurs in two or more stories read in the class, and analyze these stories specifically within the Chinese cultural space. The student needs to make a serious and well-founded interpretation, citing at least one scholarly book and one scholarly article. The student is also required to have a clear thesis related to ideas discussed in class. Support your own argument with major ideas or concepts that were thoroughly discussed in class and raise original/reasonable open-ended questions for future study.

The paper focuses on an aesthetic production (short story), and interprets its main themes and also how they are expressed within the form of the story (formal elements).

Sample topics include:

(1) How do the Chinese ghost stories/extraneous accounts we have read in class compare or contrast to other cultural regions? What elements appear to be unique to one culture within these similarities or differences? How and why are the metaphors of death or the spirit world shared in various cultures? Why are some culturally specific?

(2) Many stories we have read, or films watched in class, will emphasize the different worlds of the living and the dead. Yet sometimes the line between these two worlds is not very clear. How would you describe the "life" of ancestors in Chinese culture? What is the relationship between people and their ancestors in other cultures?

(3) What is the one theme in all the stories we read that captured your interest and would like to do research on it (e.g., family dynamic, women's social role, gender issues, moral principles, religions, etc.)?

HUAD Learning Outcome 3 (Group 1): Articulate relationships among tradition, innovation, individual creativity, and communal expression in cultural creations or practices.

The term paper, worth 20% of the grade. The term paper should interpret two or more ghost stories in relation to a common theme. The term paper will need to articulate how each individual ghost story examined presents its own unique expression in relation to a shared theme and the Chinese historical context.

HUAD Learning Outcome 4 (Group 1): Communicate narratives, ideas, or arguments using such elements as evidence, creativity, and critical thinking.

The term paper, worth 20% of the grade. The term paper examines two or more ghost stories, and is also required to draw upon scholarly texts (at least one scholarly book and one scholarly article) to help develop a strong argument (thesis statement). Students are instructed to "Support your own argument with major ideas or concepts that were thoroughly discussed in class and raise original/reasonable open-ended questions for future study." Using evidence from the texts and scholarly resources, the student presents an original argument.

List all course-specific learning outcomes. Where appropriate, identify the associated HUAD 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 HUAD learning outcome.

1. Identify certain social and cultural aspects of modern Chinese life through the lens of medieval ghost stories and modern adaptations. [HUAD LO1; Group 1]
2. Participate in in-depth intellectual discussions on the topics of social and ideological issues.
3. Develop skills in close reading, critical thinking, and literary analysis. [HUAD LO4; Group 1]
4. Develop skills in analytical writing about literature and film that emphasizes character development, narrative craft, and message conveyance. [HUAD LO2; Group 1]
5. Develop the ability to critically think about and discuss primary materials as well as strategies for interpreting and analyzing literary texts and/or adaptations. [HUAD LO4; Group 1]

Provost Use Only

Backmapped Maroon Approval

No Response

Form Submission - Proposer

Submitted for Approval | Proposer

Nicholas Williams - September 6, 2024 at 10:23 AM (America/Phoenix)

Department Approval

Approved

Mike Tueller - September 12, 2024 at 2:17 PM (America/Phoenix)

GSC Coordinator Review

Approved

Alicia Alfonso - September 13, 2024 at 3:24 PM (America/Phoenix)

April Randall

Assistant Vice Provost Review

Sent Back

Tamiko Azuma - September 13, 2024 at 4:38 PM (America/Phoenix)

For Learning Outcome 2, please include more information about how the assessment will be graded. The current description does not clearly demonstrate that the student must engage in interpretation - it sounds like the student is taking notes on what they hear in lecture and read in the sources.

This information will help the General Studies Council determine if the assessment appropriately measures the learning outcome.

If you have any questions, please email me at: azuma@asu.edu

Form Submission - Proposer

Submitted for Approval | Proposer

Nicholas Williams - September 19, 2024 at 9:26 AM (America/Phoenix)

Department Approval

Approved

Mike Tueller - September 19, 2024 at 1:52 PM (America/Phoenix)

GSC Coordinator Review

Sent Back

Alicia Alfonso - September 20, 2024 at 12:37 PM (America/Phoenix)

This topic already carries GCSI and each course or topic can only carry one GS Gold designation. If you wish to switch the GS Gold designation on this course from GCSI to HUAD for Spring 2025, please check the box on the form located below the statements of support section, and provide a justification for the desired change.

April Randall

Form Submission - Proposer

Submitted for Approval | Proposer

Nicholas Williams - September 26, 2024 at 10:30 AM (America/Phoenix)

Department Approval

Approved

Mike Tueller - October 7, 2024 at 4:25 PM (America/Phoenix)

GSC Coordinator Review

Approved

TJ Robedeau - October 10, 2024 at 11:35 AM (America/Phoenix)

April Randall

Assistant Vice Provost Review

Sent Back

Tamiko Azuma - October 10, 2024 at 12:40 PM (America/Phoenix)

The assessment for Learning Outcome 2 does not seem to sufficiently measure the learning outcome. It seems that the term paper is a more appropriate assessment for LO2. You may also consider including prompts from the exam as assessments for learning outcomes (in reviewing your syllabus, it seems that there will be short answer questions that will address some of the outcomes). This information will help the General Studies Council determine how the learning outcomes will be assessed.

If you have any questions, please email me: azuma@asu.edu.

Form Submission - Proposer

Submitted for Approval | Proposer

Nicholas Williams - October 15, 2024 at 1:45 PM (America/Phoenix)

Department Approval

Approved

Mike Tueller - October 16, 2024 at 11:17 AM (America/Phoenix)

GSC Coordinator Review

Approved

TJ Robedeau - October 16, 2024 at 12:35 PM (America/Phoenix)

April Randall

Assistant Vice Provost Review

Approved

Tamiko Azuma - October 16, 2024 at 12:41 PM (America/Phoenix)

All required components confirmed.

Pre-GSC Meeting

Approved

TJ Robedeau - October 16, 2024 at 12:52 PM (America/Phoenix)

April Randall

Humanities, Arts and Design (HUAD) Subcommittee

Acknowledgement Requested

William Hedberg

Megan Todd

Jessica Sturgess - October 28, 2024 at 9:14 AM (America/Phoenix)

The subcommittee voted unanimously for revise and resubmit. The proposal lists the final term paper as 20% of the grade and uses it to assess all HUAD LOs. The committee would like to see how the LOs are being assessed in the remaining 80% of the student's grade. For example, what about the oral reports or examinations? Otherwise, we agree this makes a strong case for HUAD designation.

Catherine Saucier

General Studies Council Meeting

Waiting for Approval

TJ Robedeau

April Randall

Registrar Notification

Notification

Courses Implementation

Implementation

Approval

Rebecca Flores

Lauren Bates

Alisha Von Kampen

Proposer Notification

Notification

Nicholas Williams

College Notification

Notification

Amanda Smith

Jenny Smith

DARS Notification

Notification

Leticia Mayer

Peggy Boivin

EdPlus Notification

Notification

Sarah Shipp

