

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 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?

Permanent Course

Subject Code

CHI

Course Number

434

Units/Credit Hours

3

Course Information

Enter the course catalog information, found in the [web course catalog](#) or [Kuali CM](#).

Course Title

Buddhist Poetry

Course Catalog Description

Old pond; frog jumps in; splash! This haiku by Japanese writer Basho is one of the best-known poems in the world. But to understand its full implications, we have to go back two thousand years earlier to the story of the Buddha, Siddhartha Gautama, who proposed a new way of living that would free people from anxiety and suffering. This course introduces the fundamental ideas of Buddhism as it originated in India, then explores how writers from around the world responded to those ideas by means of lively poems. Course activities include online postings, in-class discussion, and a series of medium-length writing assignments that develop students' skills at analysis, interpretation and criticism.

Enrollment Requirements (Prerequisites, Corequisites, and/or Antirequisites)

Prerequisite(s): ENG 101, 105, or 107 with C or better; Credit is allowed for only CHI 434 or CHI 494 (Buddhist Poetry) or CHI 598 (Buddhist Poetry) or SLC 434 or SLC 494 (Buddhist Poetry) or SLC 598 (Buddhist Poetry) OR Visiting University Student

Is this a crosslisted course?

List all crosslisted courses by subject code and number.

Yes

SLC 434

Is this course offered by (shared with) another academic unit?

No

Shared Departments/Schools

School of International Letters and Cultures (CLANLIT)

Statement of Support #1

Statement of Support #2

Statement of Support #3

No Response

No Response

No Response

If this course or topic already carries a General Studies Gold designation, please check this box.

General Studies Gold Designation Request

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.

[Buddhist Poetry Syllabus 2025.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.

Postings (30% of grade): A written posting is required before each class. The posting is submitted through the Canvas site, under "Discussions," and consists of responding to a set of questions about the readings that I post in advance. Each posting should be about 200-300 words.

The online discussion postings require you to do the assigned reading and then respond to discussion prompts based on your understanding of it. The posting should 1) respond directly to the discussion prompt, 2) use evidence from the reading, 3) make a coherent and original point, and 4) be written in correct academic English.

Students are requested to analyze poems and respond to questions, exploring how the poems convey a sense of the religious beliefs of individuals as well as their local cultures. For example, a posting on poems by Buddhist nuns asks students to respond to the following question: "Most of our readings so far have been relatively impersonal, or alternatively composed in the voice of the Buddha Himself. But these early poems present the voices and thoughts of individual Buddhist nuns, often identified by name. What does this add to our perspective on Buddhism? Is there a particular voice that you find appealing/intriguing?"

In other words, after already introducing some complex ideas, doctrines, and religious practices from the global religion of Buddhism, in this assignment, students are asked use evidence from the readings to describe how individual authors and communities were engaging with Buddhism.

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

Writing Assignments (50% of grade): The heart of the course is four written essays, each approximately 1,000 words in length, engaging with the poems we have read. There is a writing workshop before submission of each essay which gives students a chance to receive peer feedback and hone their arguments.

Essay prompts include "Essay 3: Use multiple examples of Buddhist poetry from China and Korea to examine the paradox of Buddhist poetry—how can words convey a wordless insight?" This kind of prompt forces the students to look at how Buddhist ideas were transformed in the national cultures and languages of East Asia. In this case, the prompt looks at a specific, East Asian, issue of Buddhism, the paradox of wordless enlightenment, and asks students to confront it in light of their previous studies of Buddhism. Another essay prompt: "Essay 4: Discuss how the art of haiku has evolved from

its origins in Japan." This essay again challenges students to analyze how the cultural systems of Buddhism (global) and haiku poetry (national/local to Japan) are interacting over time.

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.

Postings (30% of grade): A written posting is required before each class. The posting is submitted through the Canvas site, under "Discussions," and consists of responding to a set of questions about the readings that I post in advance. Each posting should be about 200-300 words.

The online discussion postings require you to do the assigned reading and then respond to discussion prompts based on your understanding of it. The posting should 1) respond directly to the discussion prompt, 2) use evidence from the reading, 3) make a coherent and original point, and 4) be written in correct academic English.

Students are requested to analyze texts and respond to questions, exploring how the poems convey a sense of the religious beliefs of individuals as well as their local cultures. For example, students read poetry by Chinese poet Hanshan, and discuss how he presents his Buddhist beliefs in relation to the Chinese religion of Daoism. Similarly, posts on Buddhist nuns challenge students to discuss how gender and other individual dimensions of the author affect their perspectives on Buddhist teachings.

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

Writing Assignments (50% of grade): The heart of the course is four written essays, each approximately 1,000 words in length, engaging with the poems we have read. There is a writing workshop before submission of each essay which gives students a chance to receive peer feedback and hone their arguments.

The essays derive from the qualitative sources, primarily poetry from various regions of Asia that relates to the Buddhist religion and related cultural and historical topics. For example, in the first essay students examine how individual Indian poets convey their understanding of the essential Buddhist concept of the Four Noble Truths in their essays. So students are required to analyze and make coherent arguments about how ideas are expressed in individual works of literature.

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. Describe global issues related to the historical spread of the Buddhist religion from India to the rest of the world [GCSI LO1]
2. Explain key concepts of the main schools of Buddhism in Asia and their historical development
3. Analyze the interactions of among Buddhism and other cultural systems across local, national, and regional scales [GCSI LO2]

4. Articulate the ways in which dimensions of difference such as class, language, or citizenship affect individual expression in literature [\[GCSI LO3\]](#)
5. Communicate coherent arguments about Buddhism and individual or community experience using the evidence of poetic expression [\[GCSI LO4\]](#)

Form Submission - Proposer

Submitted for Approval | Proposer

Nicholas Williams - April 10, 2024 at 5:56 PM (America/Phoenix)

Department Approval

Approved

Mike Tueller - April 16, 2024 at 8:18 AM (America/Phoenix)

GSC Coordinator Review

Sent Back

Kaitlyn Dorson

April Randall - April 18, 2024 at 5:43 PM (America/Phoenix)

Per the instructions on the form, a GS Gold statement for the requested designation must be present on the attached syllabus. Please add the appropriate statement from this document (<https://docs.google.com/document/d/1JrFD2qKryUpvc0wvj4C2N8i0lqoQKY4XRmFOgkNnyF0/edit>) to the syllabus and attach a revised syllabus file to this form.

Form Submission - Proposer

Submitted for Approval | Proposer

Nicholas Williams - April 19, 2024 at 2:06 PM (America/Phoenix)

Department Approval

Approved

Mike Tueller - April 19, 2024 at 4:08 PM (America/Phoenix)

GSC Coordinator Review

Approved

Kaitlyn Dorson

April Randall - April 22, 2024 at 12:27 PM (America/Phoenix)

Assistant Vice Provost Review

Sent Back

Tamiko Azuma - April 22, 2024 at 3:23 PM (America/Phoenix)

"In-class activities" as described in the form do not measure the student's knowledge or skill (the student's contributions are not graded on content). It looks like the essays are appropriate assessments for some of the learning outcomes and they are graded. Be sure to include the relevant prompts to help the general studies council review the proposal.

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

Form Submission - Proposer

Submitted for Approval | Proposer

Nicholas Williams - April 26, 2024 at 9:58 AM (America/Phoenix)

Department Approval

Approved

Mike Tueller - April 29, 2024 at 2:40 PM (America/Phoenix)

GSC Coordinator Review

Approved

Kaitlyn Dorson

April Randall - May 7, 2024 at 2:33 PM (America/Phoenix)

Assistant Vice Provost Review

Approved

Tamiko Azuma - May 8, 2024 at 5:16 PM (America/Phoenix)

Confirmed all required elements are included.

Pre-GSC Meeting

Approved

Kaitlyn Dorson

April Randall - August 12, 2024 at 1:37 PM (America/Phoenix)

Global Communities, Societies and Individuals (GCSI) Subcommittee

Acknowledgement Requested

Susan Harmeling

Greg Wise

Annapurna Ganesh

Natalie Heywood - September 3, 2024 at 3:46 PM (America/Phoenix)

Revise and Resubmit. More information is needed to identify this course as meeting the GCSI designation, particularly LO2, and how the course content and assessment help the learner analyze interactions among social, political, economic, or cultural systems. The focus of the assessment seems to be the evolution of the haiku in Japan, which isn't a global issue. Additionally, further information is needed for LO4 in regards to the written essays, as they are described at times as answering questions, yet in LO4, learners need to be able to communicate coherent arguments which is more than just answering questions.

General Studies Council Meeting

Waiting for Approval

Alicia Alfonso

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

ATCS Notification - ASU Course

Notification

Bryan Tinlin

Jessica Burns

Michele Devine

DARS Notification

Notification

Leticia Mayer

Peggy Boivin
