

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 Historical, Philosophical & Religious Studies (CHSTCRIT)

Submission Type

New Request

Requested Effective Date

Fall 2024

ASU Request

Is this request for a permanent course or a topic?

Topic

Subject Code

HST

Course Number

303

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

Modern China: Violence

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

Topic Description

This course introduces you to the history of China from the seventeenth century to twenty-first century with a thematic focus on “violence.” Rebellions, conflicts, and revolutions characterized these centuries. We will grapple with the question of what violence is and how historically people lived with violence. Eschewing theories developed from Western contexts, we seek theoretical insights from China’s historical and cultural grounds. Rather than focusing on episodes of overt brutality, we focus on imprints of violence in practices and memories. This course will help you understand

how violence is related to the deprivation of cultural and social subjectivities in the environs of political conflicts, and how such subjectivities can be uncovered in a wide range of mediums – court records, government documents, memoirs, and photographs. The forms of violence explored in the intertwined histories of China in the age of semi-colonialism and global wars are not marginal to the political violence, but constitute critical dimensions of individual and societal experience, both firsthand and memorially.

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.

[HIST 303 Modern China - Violence Syllabus.docx](#)

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.

Midterm & Final Essay: Students will complete a midterm and a final. Midterm will include identifications of specific terms and short answers. Final will be in the essay format. Students will be asked to describe historical and contemporary issues in China from the 17th century to the present.

Students will be asked to consider the perspectives of specific individuals (authors), communities (villages, cities, provinces, etc), and Chinese society at large. Students will be asked to use the materials from class readings, which are historical novels, first-person memoirs, and academic non-fiction. For assessment, students will be evaluated on the level of detail of the information that they include in their written assignments and how accurate such information is.

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

Sets of questions & In-class discussion: Students will submit a set of questions 6 times based on assigned class readings throughout the semester. Each student will post 3-4 questions on Canvas 24 hours before class meetings. These questions will facilitate the class discussions. During class, students will be asked to engage with these questions analytically. This assignment requires student to critically engage with the assigned books and contemplate about how people across regions in China and across time lived and died. Class assignments include Tobie Meyer-Fong, *What Remains: Coming to Terms with Civil War in 19th Century China* (Stanford University Press, 2013), Eileen Chang, *Naked Earth* (Review Books, 1956, 2015), Ji Xianlin, *The Cowshed: Memories of the Chinese Cultural Revolution* (Review Books, 2016), and Yan Lianke, *Dream of Ding Village* (Grove, 2011). These books address the violence during the Chinese Civil War of 19th century, the Communist revolution in the 1920s-1940s, the Cultural Revolution (1966-1976), and the AIDS epidemic in China in the 1990s. Such a range of readings will allow students to understand various issues in China's society and politics throughout time and space.

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.

Final Essay: Students will be asked to read, summarize, and theorize historical and academic texts that highlight the differences of human lived experience based on race, gender, socio-economic status, and language. For example, one of the assigned readings is *The Death of Woman Wang*, which depicts the life of a Chinese woman in a northern county in China based on historical archives. She experienced an endless cycle of floods, plagues, crop failures, banditry, and heavy taxation. She ran away from home and later returned to die in her husband's arms. Students are expected to analyze Woman Wang's life and her interactions with those around her. Students will learn how to extrapolate from one woman's experience to understand the socio-political, economic, and cultural environment in imperial China in their final papers.

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

Final Essay: In addition to describe and analyze historical and contemporary issues, students will be evaluate on the clarity and coherency of their papers and how they use qualitative and quantitative sources. For example, course readings include: Robert Hegel, *True Crimes in Eighteenth-Century China: Twenty Case Histories* (University of Washington Press, 2009); Tobie Meyer-Fong, *What Remains: Coming to Terms with Civil War in 19th Century China* (Stanford University Press, 2013), and Frederic Wakeman, *Shanghai Badlands: Wartime Terrorism and Urban Crime, 1937-1941* (Cambridge University Press, 1996). These books provide both descriptive and statistical information on crimes and sentences, war fatalities, and wartime terrorist attacks. Students will read and analyze these materials and present their arguments based on the content of these books.

Form Submission - Proposer

Submitted for Approval | Proposer

Linh Vu - February 29, 2024 at 1:05 PM (America/Phoenix)

Department Approval

Approved

Richard Amesbury - February 29, 2024 at 1:42 PM (America/Phoenix)

GSC Coordinator Review

Sent Back

Kaitlyn Dorson - March 1, 2024 at 3:58 PM (America/Phoenix)

HST 303 is a topic not a permanent course. Please change the request option from "Permanent Course" to "Topic" and resubmit.

April Randall

Form Submission - Proposer

Submitted for Approval | Proposer

Linh Vu - March 1, 2024 at 4:54 PM (America/Phoenix)

Department Approval

Approved

Richard Amesbury - March 1, 2024 at 4:56 PM (America/Phoenix)

GSC Coordinator Review

Sent Back

Kaitlyn Dorson - March 1, 2024 at 6:06 PM (America/Phoenix)

As stated in the GS Gold Designation request field, the syllabus must include all requirements of ACD 304-10 and the GS Gold statement for the Global Communities, Societies, and Individuals designation. The attached syllabus is missing that GSCI statement that is linked in the GS Gold Designation Request field. Please add that to the syllabus and reattach it to the proposal.

April Randall

Form Submission - Proposer

Submitted for Approval | Proposer

Linh Vu - March 1, 2024 at 6:57 PM (America/Phoenix)

Department Approval

Approved

Richard Amesbury - March 1, 2024 at 6:58 PM (America/Phoenix)

GSC Coordinator Review

Approved

Kaitlyn Dorson - March 4, 2024 at 9:06 AM (America/Phoenix)

April Randall

Assistant Vice Provost Review

Approved

Tamiko Azuma - March 5, 2024 at 10:14 AM (America/Phoenix)

Pre-GSC Meeting

Approved

Kaitlyn Dorson - March 13, 2024 at 5:09 PM (America/Phoenix)

April Randall

Global Communities, Societies and Individuals (GCSI) Subcommittee

Acknowledgement Requested

Susan Harmeling

Greg Wise

Annapurna Ganesh

Natalie Heywood - March 25, 2024 at 2:54 PM (America/Phoenix)

Revise and Resubmit. For LO4, it is unclear how students will use the materials and "communicate coherent arguments" within the final essay. A more clear explanation of how students will do this in the final essay is needed. There are no course objectives found within the syllabus. There is a section titled, "Course Objectives" but it is written as a paragraph and not as a list of objectives or

outcomes for learners to meet. In order to ensure alignment between the category outcomes and the course outcomes, these need to be present.

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

Linh Vu

College Level Notification

Notification Error

The workflow will fail at this step:

There are no users in the Notification Only (General Studies) role of The College of Liberal Arts and Sciences (CLA)
