

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	Department/School
The College of Liberal Arts and Sciences (CLA)	School of International Letters and Cultures (CLANLIT)
Submission Type	<b>New Request:</b> A request for a new designation, a change in designation, or to reinstate a designation that has been lost.  <b>Mandatory Review:</b> Only select if this course (or topic on a <i>permanent</i> course) is undergoing mandatory review in the current academic year. Not for omnibus topic use.  <b>Modification:</b> A request to modify the expected learning outcomes of the course, but not change any other aspect of the originally approved proposal.
New Request	

Requested Effective Date

Spring 2026

ASU Request

Is this request for a permanent course or a topic?

Topic		
Subject Code	Course Number	Units/Credit Hours
CHI	394	3

Topic Information

If your request is approved:

- 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.
- Topics on **permanent courses** require mandatory review every five years.

Topic Title	List all other undergraduate courses where this topic exists and the sections will be combined in the schedule.
Labor & the Environment in Chinese Writing	SLC 394

Topic Description		
How Chinese literature has treated the issues of work/labor and nature/the environment, from antiquity to contemporary times. No knowledge of Chinese required; readings, lectures, and assignments are in English.		
Has this topic been scheduled with a GS Gold designation? If so, list which semester(s), including past, current, and future terms.	<p>Omnibus topics cannot hold a GS Gold designation for more than three semesters total.</p> <p>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.</p> <p>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.</p>	<p>Student Work Examples</p> <div>No Response</div>
No		

If you are requesting to change the existing GS Gold (not Maroon) designation, please check this box.

### General Studies Gold Designation Request

### General Studies Designation

Global Communities, Societies, and Individuals (GCSI)

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

[394 Labor & Environment Syllabus 2026 Spring 1.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.

Most of the course content should align with the Gold category learning outcomes.

**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.

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This course covers the representation of the environment/nature and work/labor in Chinese literature, from antiquity to the contemporary era--in fact, the relationship between premodern and contemporary treatments of work/labor and the environment/nature in Chinese writing is one of the main focuses of the class. Every class discussion and assessment--namely, postings and final video essay--aim at describing and analyzing the transformative global issues of history and contemporaneity through the specific community or social issue of labor and the environment (or work and nature) in Chinese literature.

More specifically, the overview of the course follows how the links and differences between the present and the past when it comes to labor and the environment as understood and depicted in Chinese literature. Where the poems anthologized in the bronze age Book of Songs (the *Shijing*) work songs or allegories for political theater? Are contemporary poems by disenfranchised workers low in aesthetic quality, or do such claims represent class bias? Do representations of alienated labor from early in China's economic reform period (early 1980s) represent literary influence from the capitalist West, or expose lies about the socialist economy? Do discussions of salt and iron monopolies in the Han dynasty (202 BCE – 220 CE) have anything to do with state monopolies under Mao Zedong?

Under the GCSI ILO 1 on the syllabus I have written: *How have depictions of work or labor in Chinese writing changed over time? How have depictions of nature or the environment in Chinese writing*

*changed over time? What are the historical forces at work behind Chinese understandings of work/labor and the environment/nature, and what are the similarities and differences on display in Chinese literature of different time periods? How have depictions of work/labor and the environment/nature in Chinese literature impacted policy?*

A very successful writing assignment could discuss, for instance, how writers from different classes depict labor or nature similarly or differently, or the role of previous literary depictions of labor or the environment on later class formations, as depicted in writings about labor or the environment from different class positions.

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

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This course covers the representation of the environment/nature and work/labor in Chinese literature, from antiquity to the contemporary era--in fact, the relationship between premodern and contemporary treatments of work/labor and the environment/nature in Chinese writing is one of the main focuses of the class. Every class discussion and assessment--namely, postings and final video essay--aim at describing and analyzing the transformative global issues of history and contemporaneity through the specific community or social issue of labor and the environment (or work and nature) in Chinese literature.

Continuing with the course overview above, the differences in social, political, economic, and cultural systems on display in China will be discussed and assessed, so as to enable student discussion and writing on these topics. In particular, we will look at treatments of work and nature in bronze-age China, in aristocratic China, in bureaucratic traditional or traditionalist China, in early modern China, in capitalist, socialist, and post-socialist global capitalist China, and as advocated by Daoism, by Confucianism, by Marxism, and by capitalism.

Under the GCSI ILO 2 on the syllabus I have written: *How are the depictions of work/labor and the environment/nature in Chinese literature different in premodern China than in twentieth- and twenty-first-century China? How are they similar? How has awareness of the rest of the world affected Chinese literary representations of the environment/nature and work/labor? How are Chinese analyses of Chinese literary representations of the environment/nature and work/labor similar or different from Western analyses of those representations?*

A very successful writing assignment could discuss, for instance, how labor or the environment as depicted under agricultural China differs from or is similar to labor or the environment as depicted under industrial China, with examples and an insightful argument.

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.

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One of the operative questions in this course is the extent to which we can distinguish, or anyone can distinguish, between "nature" and "the environment," or between "work" and "labor"? Whereas for much of Chinese history literacy was limited to the powerful and the elites, by recent centuries members of different classes could read and write literature--and in the twentieth century writing by or on behalf of previously disenfranchised workers was particularly prized. And yet, the weight of the past is heavy on later writers, and influences their views of work or nature at least as much as class positionality does. Likewise, in the West, nature has often been treated as feminized, whereas labor is often considered masculine (which contributes to

the denial of women's work); are the same principles at play in Chinese literature? Labor/work and the environment/nature are going to be viewed very differently depending on which period of Chinese history we are covering, not to mention how we look at China and the global economy today. Many of the lectures and discussions, and potentially all of the assessments, could cover aspects of this Learning Outcome.

Under the GCSI ILO 3 on the syllabus I have written: *How have agricultural and industrial economies contributed to the views on work/labor or the environment/nature in Chinese writing? How do members of different classes represent work/labor or the environment/nature in Chinese writing?*

A very successful writing assignment could discuss, for instance, how agricultural workers in an agricultural society (such as bronze age China) are depicted similarly or differently from agricultural workers in an industrial society (such as modern China), or how men and women depict nature or labor differently.

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

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Assessments involve evidence-based articulation in speech and/or writing about the analysis of works of literature, as well as secondary scholarly material; a fundamental element of the evaluation is the student's ability to communicate coherent arguments with evidence drawn from qualitative sources.

Under the GCSI ILO 4 on the syllabus I have written: *Make your arguments orally with in-class discussions and in writing via posts and end-of-term video projects.*

All written and oral assignments will be evaluated according to the student's ability to draw an insightful argument from relevant examples.

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.

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

İ Contrast periods in the representation of labor/work and the environment/nature in Chinese literature, both in terms genre and thematically, especially concerning the works' social, cultural, political, and artistic impact. [GCSI LO 1]

İ Define concepts such as Capitalism, Marxism, Socialism, Romanticism, Confucianism, Buddhism, and Daoism, and identify how their shifting definitions operate in works of literature in terms of the representation and analysis of work/labor and the environment/nature. [GCSI LO 2]

İ Apply relevant critical theories and methodologies (close reading, cultural studies, historicization, etc.) derived from secondary readings to identify and analyze common patterns and phenomena in Chinese literature. [GCSI LO 3]

İ In writing and in speech, discuss, analyze, and present critically and comparatively about the representation of work/labor and the environment/nature in Chinese literature. [GCSI LO 4]



## Form Submission - Proposer

Submitted for Approval | Proposer

Lucas Klein - August 29, 2025 at 4:56 PM (America/Phoenix)

## Department Approval

Approved

Sara Beaudrie - August 29, 2025 at 5:25 PM (America/Phoenix)

Mike Tueller

## GSC Coordinator Review

Sent Back

TJ Robedeau - September 2, 2025 at 10:58 AM (America/Phoenix)

The topic, "Labor & the Environment in Chinese Writing", is not under HON 394. Please add that topic through Kualu CM before re-submitting your general studies request or remove from your GS request. Thanks!

April Randall

## Form Submission - Proposer

Submitted for Approval | Proposer

Lucas Klein - September 2, 2025 at 11:26 AM (America/Phoenix)

## Department Approval

Approved

Sara Beaudrie - September 2, 2025 at 7:41 PM (America/Phoenix)

Mike Tueller

## GSC Coordinator Review

Sent Back

Kimberly Singleton - September 4, 2025 at 2:11 PM (America/Phoenix)

The exact GS Gold statement wording must be on the attached syllabus. Please update the wording to the exact GCSI statement from this document

(<https://docs.google.com/document/d/1JrFD2qKryUpvc0wvj4C2N8i0lqoQKY4XRmFOgkNnyF0/edit>)  
to the syllabus and attach a revised syllabus file to this form.

April Randall

Form Submission - Proposer

Submitted for Approval | Proposer

Lucas Klein - September 4, 2025 at 3:41 PM (America/Phoenix)

Department Approval

Approved

Sara Beaudrie - September 4, 2025 at 4:04 PM (America/Phoenix)

Mike Tueller

GSC Coordinator Review

Approved

Kimberly Singleton - September 5, 2025 at 2:02 PM (America/Phoenix)

April Randall

Assistant Vice Provost Review

Sent Back

Tamiko Azuma - September 9, 2025 at 1:26 PM (America/Phoenix)

Thank you for submitting your proposal for consideration for a General Studies Gold designation. Further information is required before the proposal can be submitted for General Studies Council review.

For each Learning Outcome, please specify and describe a specific assessment/assignment and how it will measure the learning outcome. For example, the syllabus includes two presentations. You can provide more information about each presentation and the requirements that show how the student work will measure the specific learning outcome. You may want to include examples of approved topics. Please keep in mind that each GCSI learning outcome must be measured by at least one specified assessment/assignment.

This information is essential for the General Studies Council to evaluate if the assessment appropriately measures the specific learning outcome. If you have any questions, please email me (Tamiko Azuma) at [azuma@asu.edu](mailto:azuma@asu.edu).

Form Submission - Proposer

Submitted for Approval | Proposer



Lucas Klein - September 12, 2025 at 9:26 PM (America/Phoenix)

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Department Approval

Approved

Sara Beaudrie - September 13, 2025 at 5:30 AM (America/Phoenix)  
Mike Tueller

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GSC Coordinator Review

Approved

Kimberly Singleton - September 15, 2025 at 2:02 PM (America/Phoenix)  
April Randall

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Assistant Vice Provost Review

Approved

Tamiko Azuma - September 15, 2025 at 4:04 PM (America/Phoenix)

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Pre-GSC Meeting

Approved

Kimberly Singleton  
April Randall - September 15, 2025 at 4:15 PM (America/Phoenix)

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Global Communities, Societies and Individuals (GCSI) Subcommittee

Acknowledgement Requested

Susan Harmeling  
Greg Wise  
Annapurna Ganesh  
Natalie Heywood - September 30, 2025 at 3:16 PM (America/Phoenix)

Revise and Resubmit. It's not clear what the actual assessments are that are used to assess the GCSI outcomes. It states, "successful writing assignments", but are these papers? Discussion boards? The content appears to align well with the GCSI outcomes, but there aren't clear assessments to measure the outcomes.

General Studies Council Meeting

Waiting for Approval

Kimberly Singleton
April Randall

Registrar Notification

Notification

Courses Implementation
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Implementation

Approval

Kelli Eberhart
Rebecca Flores
Lauren Bates
Alisha Von Kampen

Proposer Notification

Notification

Lucas Klein
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College Notification

Notification

Amanda Smith
Jenny Smith

EdPlus Notification

Notification

Sarah Shipp
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