

# POLS 146: US-CHINA RELATIONS

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## In Workflow

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2. SSIS College Committee Chair (shiltsm@csus.edu)
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## Approval Path

1. Fri, 30 Aug 2019 18:21:02 GMT  
Jim Cox (jhcox): Approved for POLS Chair
2. Fri, 06 Sep 2019 17:54:40 GMT  
Mical Shilts (shiltsm): Rollback to Initiator
3. Mon, 16 Sep 2019 21:42:56 GMT  
Jim Cox (jhcox): Approved for POLS Chair
4. Tue, 17 Sep 2019 17:07:45 GMT  
Mical Shilts (shiltsm): Approved for SSIS College Committee Chair
5. Tue, 17 Sep 2019 19:14:41 GMT  
Marya Endriga (mendriga): Approved for SSIS Dean

## New Course Proposal

Date Submitted: Mon, 16 Sep 2019 21:41:46 GMT

### Viewing: POLS 146 : US-China Relations

Last edit: Mon, 16 Sep 2019 21:41:45 GMT

Changes proposed by: James Rae (102087815)

#### Contact(s):

Name (First Last)	Email	Phone 999-999-9999
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#### Catalog Title:

US-China Relations

#### Class Schedule Title:

US-China Relations

#### Academic Group: (College)

SSIS - Social Sciences & Interdisciplinary Studies

#### Academic Organization: (Department)

Political Science

#### Will this course be offered through the College of Continuing Education (CCE)?

Yes

#### Please specify:

CCE Only

#### Catalog Year Effective:

Fall 2020 (2020/2021 Catalog)

**Subject Area: (prefix)**

POLS - Political Science

**Catalog Number: (course number)**

146

**Course ID: (For administrative use only.)**

TBD

**Units:**

3

**In what term(s) will this course typically be offered?**

Spring, Summer

**Does this course require a room for its final exam?**

No, final exam does not require a room

**Does this course replace an existing experimental course?**

No

**This course complies with the credit hour policy:**

Yes

**Justification for course proposal:**

The US-China relationship is widely considered the most important bilateral connection in the world today. Yet we have very few courses on campus on China at all. World Languages has a few though rarely taught, and those in Humanities and History have been taught by Richard Shek who is retiring in 2018. That is it. Furthermore, Asian Studies is seeking to grow its major and we similarly have almost no courses on China. This will make it easier for Asian Studies majors to graduate, especially if they are Chinese concentration students. I have twice had a Fulbright to China and have taught this course there, and think it would be very useful for students at our campus to develop an interest in global issues and I think many will want to know more about the world's most populous country with the second largest economy and a long source of fascination to Americans generally. It will be cross-listed in Political Science as an elective in International Relations or Political Science major.

**Course Description: (Not to exceed 80 words and language should conform to catalog copy.)**

This course explores the historical foundation of US-China relations, tracing from 19th century encounters through world wars, ideological confrontation, rapprochement, and into the contemporary era. Focus on international and political dimension of diplomatic and strategic interests, also explores cultural and social connections through trade, investment, migration, and tourism.

**Are one or more field trips required with this course?**

No

**Fee Course?**

No

**Is this course designated as Service Learning?**

No

**Does this course require safety training?**

No

**Does this course require personal protective equipment (PPE)?**

No

**Does this course have prerequisites?**

No

**Does this course have corequisites?**

No

**Graded:**

Letter

**Approval required for enrollment?**

Instructor Approval

**Course Component(s) and Classification(s):**

Lecture

**Lecture Classification**

CS#02 - Lecture/Discussion (K-factor=1 WTU per unit)

**Lecture Units**

3

**Is this a paired course?**

No

**Is this course crosslisted?**

Yes

**Do they meet together and fulfill the same requirement?**

No

**Please identify the crosslisted course:**

Asia 146

**Can this course be repeated for credit?**

No

**Can the course be taken for credit more than once during the same term?**

No

**Description of the Expected Learning Outcomes: Describe outcomes using the following format: "Students will be able to: 1), 2), etc."**

Students will be able to

- 1) interpret the historical and contemporary debates in U.S.-China policy
- 2) recognize different cultures and ways of thinking
- 3) analyze public and foreign policy issues
- 4) practice writing skills
- 5) practice speaking and presentation skills

**Attach a list of the required/recommended course readings and activities:**

US China Relations\_CSUS.docx

**Assessment Strategies: A description of the assessment strategies (e.g., portfolios, examinations, performances, pre-and post-tests, conferences with students, student papers) which will be used by the instructor to determine the extent to which students have achieved the learning outcomes noted above.**

Participation (10%). ELO1, 2.

Comparative Reading Reactions (20%). ELO1, 2, 4. You will be graded on one essay of approximately 1,500 words that either compares author's interpretation of US-China relations over time or across national background.

Presentations (20%). ELO4, 5. Pairs of students will present the readings and topics during the semester. Prepare the main points of the article and raise two questions for possible discussion.

Exam (40%). ELO1, 2, 3, 4. There will be one take home final exam, you will write an essay response to questions prepared by the professor based on several of the readings. You will compare course themes using multiple readings and your own analysis. Length will be approximately 3,500 words.

**For whom is this course being developed?**

Majors in the Dept

Minors in the Dept

General Education

Majors of other Depts

**Is this course required in a degree program (major, minor, graduate degree, certificate?)**

No

**Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer)?**

No

**Will there be any departments affected by this proposed course?**

No

**I/we as the author(s) of this course proposal agree to provide a new or updated accessibility checklist to the Dean's office prior to the semester when this course is taught utilizing the changes proposed here.**

I/we agree

## **University Learning Goals**

### **Undergraduate Learning Goals:**

Competence in the disciplines  
Knowledge of human cultures and the physical and natural world  
Intellectual and practical skills

**Is this course required as part of a teaching credential program, a single subject, or multiple subject waiver program (e.g., Liberal Studies, Biology) or other school personnel preparation program (e.g., School of Nursing)?**

No

## **GE Course and GE Goal(s)**

**Is this a General Education (GE) course or is it being considered for GE?**

Yes

**In which GE area(s) does this apply?**

C2. Humanities

**Which GE objective(s) does this course satisfy?**

Develop an acquaintance and understanding of cultures and major dynamic social institutions which affect one's life.  
Find and use common information resources, engage in specialized library research, use computers and seek out appropriate expert opinion and advice.  
Possess a significant and useful understanding of peoples from a diversity of cultures and backgrounds, including women and ethnic and other minority groups who have been the objects of prejudice and adverse discrimination within our society.

**Attach Course Syllabus with Detailed Outline of Weekly Topics:**

US China Relations.docx

Syllabi must include: GE area outcomes listed verbatim; catalog description of the course; prerequisites, if any; student learning objectives; assignments; texts; reading lists; materials; grading system; exams and other methods of evaluation.

**Will more than one section of this course be offered?**

No

## **General Education Details - Area C2: Humanities**

Section 1.

**Indicate in written statements how the course meets the following criteria for Area C2. Relate the statements to the course syllabus and outline. Be as succinct as possible.**

**Is broad in scope or survey in nature.**

This course will explore the historical foundation of US-China relations, tracing from 19th century encounters to the contemporary era.

**Develops an understanding of and appreciation for the diversity of the human community.**

The course examines diplomatic engagement and strategic perspectives, along with cultural and social connections through trade, investment, migration, and tourism.

**Develops a comprehensive understanding and appreciation of the heritage being studied and transmits a knowledge of the Western and Non-Western cultural heritage in the humanities. Students should be able to:**

**Demonstrate knowledge of the conventions and methods of the study of the humanities.**

The course will employ personal stories through diaries and travel journals, along with Chinese and American histories, observations, and analyses of the other.

**Investigate, describe, and analyze the roles and effects of human culture and understanding in the development of human societies.**

Readings include cultural examinations of how Chinese interpreted American society, particularly in the early 20th century, and how Americans understand Chinese society, especially in the 21st century.

**Compare and analyze various conceptions of humankind.**

Course will examine Chinese philosophy and cosmology as foundation for understanding Chinese social and political behavior, and Western notions of identity and social relations.

**Demonstrate knowledge and understanding of the historical development of cultures and civilizations, including their animating ideas and values.**

Begins with 18th and 19th century Western (European and American cultures) and their encounter with Asian ways of knowing and social norms, particularly Chinese civilizational concepts of harmony, unity, and order. We will observe these transformations over two centuries.

**In presenting the contribution and perspectives of people, the coursework addresses at least two of the following:**

- Women
- Ethnicity
- Socio-economic status
- Religious affiliation
- Disabilities
- Gays & lesbians

Ethnicity is a major focus of the course, looking at the internal diversity of both societies. Women and gender norms are also a point of emphasis in historical understanding, and the view that Confucian norms devalued females and contrasting women's role in US after voting rights and economic opportunities arose. Religion and the role of missionaries is also a major theme in the relations between the two societies, as is socio-economic status, in stark terms owing to the socialist ideology and capitalist-communist divide in economic models. Gays and lesbians are not a major theme, but does appear in topics related to representation and film (the Chinese classic Farewell My Concubine will be examined as it relates to depictions of homosexuality in the Cultural Revolution). Disabilities are only tangentially addressed.

**Includes a writing component described on course syllabus**

1) If course is lower division, formal and/or informal writing assignments encouraging students to think through course concepts using at least one of the following: periodic lab reports, exams which include essay questions, periodic formal writing assignments, periodic journals, reading logs, other. Writing in lower division courses need not be graded, but must, at a minimum, be evaluated for clarity and proper handling of terms, phrases, and concepts related to the course.

2) If course is upper division, a minimum of 1500 words of formal, graded writing. [Preferably there should be more than one formal writing assignment and each writing assignment (e.g. periodic lab reports, exams which include essay questions, a research/term paper etc.) should be due in stages throughout the semester to allow the writer to revise after receiving feedback from the instructor. Include an indication of how writing is to be evaluated and entered into course grade determination.]

1) You will be graded on one essay of approximately 1,500 words that either compares author's interpretation of US-China relations over time or across national background. Length will be approximately 5,000 words. 20% of grade.

2) There will be one take home final exam, you will write an essay response to questions prepared by the professor based on several of the readings. You will compare course themes using multiple readings and your own analysis. Length will be approximately 3,500 words. 40% of grade.

Section 2.

**If you would like, you may provide further information that might help the G.E. Course Review Committee understand how this course meets these criteria and/or the G.E. Program Objectives found in the CSUS Policy Manual, General Education Program, Section I.B.**

NA

**Please attach any additional files not requested above:**

US China Relations.docx

**Reviewer Comments:**

**Mical Shilts (shiltsm) (Fri, 06 Sep 2019 17:54:40 GMT):**Rollback: Please see email for requested revisions.

Key: 14063