

ASIA 198: MODERNITY AND GLOBALIZATION IN ASIA

In Workflow

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Approval Path

1. Fri, 20 Mar 2020 22:12:47 GMT
Mical Shilts (shiltsm): Rollback to Initiator
2. Fri, 17 Apr 2020 16:05:30 GMT
Mical Shilts (shiltsm): Rollback to Initiator
3. Fri, 17 Apr 2020 16:54:17 GMT
Mical Shilts (shiltsm): Approved for SSIS College Committee Chair
4. Fri, 17 Apr 2020 18:17:29 GMT
Marya Endriga (mendriga): Approved for SSIS Dean

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Viewing: ASIA 198 : Modernity and Globalization in Asia

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Changes proposed by: James Rae (102087815)

Contact(s):

Name (First Last)	Email	Phone 999-999-9999
James Rae	rae@csus.edu	916-278-7866

Catalog Title:

Modernity and Globalization in Asia

Class Schedule Title:

Globalization in Asia

Academic Group: (College)

SSIS - Social Sciences & Interdisciplinary Studies

Academic Organization: (Department)

Asian Studies; Social Science & Interdisciplinary Studies

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

No

Catalog Year Effective:

Fall 2021 (2021/2022 Catalog)

Subject Area: (prefix)

ASIA - Asian Studies

Catalog Number: (course number)

198

Course ID: (For administrative use only.)

103651

Units:

3

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

Spring term only

Does this course require a room for its final exam?

Yes, final exam requires a room

Does this course replace an existing experimental course?

No

This course complies with the credit hour policy:

Yes

Justification for course proposal:

We are revising our curriculum with the hiring of our first full-time faculty. This course was a capstone for the major but had low enrollment and could only be offered as overload to a faculty. It will now be offered regularly, be a major and minor requirement, and become writing intensive (the only one in our major offered during the regular academic year).

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

Survey of the history, politics, culture and economy across Asia. Engages with key topics that have shaped Asia as of today and introduces the rise of the modern, building of nation-states, and globalization. Examines the impact of colonialism, imperialism, cold war politics, developmentalism, and global concerns across and beyond Asian countries.

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?

No Approval Required

Course Component(s) and Classification(s):

Seminar

Seminar Classification

CS#05 - Seminar (K-factor=1 WTU per unit)

Seminar Units

3

Is this a paired course?

No

Is this course crosslisted?

No

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. analyze the broader context of modern Asian history, culture, economy, and politics to situate Asia in the global context
2. apply different historical connections with theoretical concepts on modernity, nation state, colonialism, imperialism, and globalization
3. evaluate the historical meaning of Asia as a geopolitically contentious site through structured essays and verbal articulations

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

Asia 198.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.

1. Attendance (10%): Class attendance is mandatory and very important to gain the main source of learning. If you miss a class, you will lose one point. Five or more class absence will result in fail.
2. Participation (10%): Students should come to class prepared to discuss and engage the assigned reading and lecture.
3. Five Weekly Papers (ELO 1) (20%): Students can pick and choose five topics (out of fourteen topics assigned to this class) and write your weekly paper within the 400-word limit. Each weekly paper has 3 points. Students will write a critical analysis of reading materials, summarizing their arguments, comparing/contrasting among the materials, and thinking through weak and strong points of the materials. In addition, students should prepare at least one question, criticism, or observation pertaining to the assigned reading. This weekly practice is meant to develop the habit of keeping notes, and to train students to become better readers and writers.
4. Two Critical Analysis Essays (ELO3) (20%): Students are asked to write two 1200-1500 word-essay on the basis of essay prompt that will be provided a week prior to the deadline. The critical analysis is designed to help students write a final project on the themes reflected in our reading assignment.
5. Final Paper (ELO 1&2&3) (30%): Students could pick and focus on a topic that represents Asian Studies—modernity, Cold War, nation building, developmentalism, and globalization. A 2000 word-final paper should include the conceptual tools and theoretical concerns that we cover throughout the course. Students should meet and discuss with the instructor to decide research topic, plans and methods.

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

Yes

Has a corresponding Program Change been submitted to Workflow?

No

Identify the program(s) in which this course is required:**Programs:**

BA in Asian Studies (Chinese Studies)

BA in Asian Studies (Japanese Studies)

BA in Asian Studies (Korean Studies)

BA in Asian Studies (South and Southeast Asian)

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:

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
Writing Intensive

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.
Read, write, and understand relatively complex and sophisticated English prose.
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.
Construct a non-fallacious verbal argument, recognize fallacious arguments, and follow the verbal arguments of others.

Attach Course Syllabus with Detailed Outline of Weekly Topics:

Asia 198.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 is a survey across East, Southeast, and South Asia.

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

This course examines the culture, politics, history, and economy of a diverse groups of states and societies in Asia.

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.

Students will write a critical analysis of reading materials, summarizing their arguments, comparing/contrasting among the materials, and thinking through weak and strong points of the materials. Uses history and cultural studies methods.

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

We explore questions: how the East-West encounter happened and what was the consequence after the encounter;

Compare and analyze various conceptions of humankind.

This class introduces modern history, culture, economy, and politics across Asian countries by examining the three critical themes that define what Asia is now; 1) the rise of the "modern", 2) the building of nation state, and 3) globalizing Asia.

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

The class is designed to have students exposed to key concepts and current debates on modernity and globalization in anthropology, history, cultural studies, and politics to cultivate the broader understanding of Asian studies and analytical ability through class discussion and writing assignments.

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. Socio-economic status. Women. Religious affiliation

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.]

3. Five Weekly Papers (ELO 1) (20%): Students can pick and choose five topics (out of fourteen topics assigned to this class) and write your weekly paper within the 400-word. Each weekly paper has 3 points. Students will write a critical analysis of reading materials, summarizing their arguments, comparing/contrasting among the materials, and thinking through weak and strong points of the materials. In addition, students should prepare at least one question, criticism, or observation pertaining to the assigned reading. This weekly practice is meant to develop the habit of keeping notes, and to train students to become better readers and writers.

4. Two Critical Analysis Essays (ELO3) (20%): Students are asked to write two 1200-1500 word-essay on the basis of essay prompt that will be provided a week prior to the deadline. The critical analysis is designed to help students write a final project on the themes reflected in our reading assignment.

5. Final Paper (ELO 1&2&3) (30%): Students could pick and focus on a topic that represents Asian Studies—modernity, Cold War, nation building, developmentalism, and globalization. A 2000 word-final paper should include the conceptual tools and theoretical concerns that we cover throughout the course. Students should meet and discuss with the instructor to decide research topic, plans and methods.

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.

No thanks

General Education Details - Writing Intensive

Section 1.

Indicate how the course meets the following criteria for Writing Intensive. Relate the statement to the course syllabus and outline. Be as succinct as possible. Courses must comply with the general criteria for Writing Intensive courses:

The course must build on the basic skills and knowledge acquired by students in their foundation courses in General Education or the major.

Students will write a critical analysis of reading materials, summarizing their arguments, comparing/contrasting among the materials, and thinking through weak and strong points of the materials.

The course must expand students' knowledge by examining complex issues.

Students could pick and focus on a topic that represents Asian Studies—modernity, Cold War, nation building, developmentalism, and globalization. A 2000 word-final paper should include the conceptual tools and theoretical concerns that we cover throughout the course.

The course must expand students' abilities to reason logically and to write clearly in prose.

The critical analysis is designed to help students write a final project on the themes reflected in our reading assignment.

Students must be required to write not less than 5,000 words of clear and logical prose (not to include simple narrative or diary writing).

3. Five Weekly Papers (ELO 1) (20%): Students can pick and choose five topics (out of fourteen topics assigned to this class) and write your weekly paper within the 400-word. Each weekly paper has 3 points. Students will write a critical analysis of reading materials, summarizing their arguments, comparing/contrasting among the materials, and thinking through weak and strong points of the materials. In addition, students should prepare at least one question, criticism, or observation pertaining to the assigned reading. This weekly practice is meant to develop the habit of keeping notes, and to train students to become better readers and writers.

4. Two Critical Analysis Essays (ELO3) (20%): Students are asked to write two 1200-1500 word-essay on the basis of essay prompt that will be provided a week prior to the deadline. The critical analysis is designed to help students write a final project on the themes reflected in our reading assignment.

5. Final Paper (ELO 1&2&3) (30%): Students could pick and focus on a topic that represents Asian Studies—modernity, Cold War, nation building, developmentalism, and globalization. A 2000 word-final paper should include the conceptual tools and theoretical concerns that we cover throughout the course. Students should meet and discuss with the instructor to decide research topic, plans and methods.

Instructors must work actively with students to sharpen analytical abilities and to improve their writing styles.

Students should meet and discuss with the instructor to decide research topic, plans and methods.

Writing assignments must be spread over the entire semester (with at least 3,000 of the 5,000 words due before the last two weeks of instruction).

Assignments begin within first three weeks of semester and continue every three weeks throughout the term (2,000 words). Longer papers (critical analysis essays) will be due before the last two weeks of school (2,400-3,000 words). The final paper (2,000 words) is due at the end of term.

Instructors must provide timely responses and evaluation of each writing assignment, and evaluations and comments must not only be about the subject matter content but also about writing skills.

Students weekly paper will be performed in consultation, with prompt feedback, and opportunities for growth and development.

Section 2.

WRITING INTENSIVE

Recognizing the value of writing in all disciplines, as a tool in learning as well as conveying knowledge, the Academic Senate mandated that the teaching of writing be an all university responsibility. To that end, the Senate recommended that three units of Writing Intensive be a graduation requirement.

The chief aim of Writing Intensive is to promote students' ability to write logically and clearly, using standard written English, in their major discipline or in a discipline outside their major.

Course Requirement

The Writing Intensive requirement can be satisfied in one of three ways: a) Departments/programs may specify that the Writing Intensive requirement must be met in the major; b) In cases where the requirement is not specified as required in the major, the requirement must be satisfied by taking an Writing Intensive course in the General Education program, or c) student's choice.

Departments/programs wishing to have courses approved as Writing Intensive must submit the course syllabus to the General Education Review Committee which shall review and approve the course for listing as Writing Intensive. (General Education courses must also be approved for G.E. listing in the normal way.)

Criteria

Courses designated as Writing Intensive build on the basic skills and knowledge acquired by students in their foundation courses in General Education or the major. These courses are to expand students' knowledge by examining complex issues and they are to advance students' abilities to reason logically and to write clearly in prose.

The English Composition and Critical Thinking courses and the Writing Proficiency Examination are prerequisites to all Writing Intensive courses. Some Writing Intensive courses listed in the General Education program may explore more specialized topics and may thus require prerequisites, but most are to be courses of a broader nature and generally require no formal preparation in the discipline offering the course. Writing Intensive courses not in the General Education Program may also have prerequisites, but they should focus on the broad and general rather than the more technical areas of a discipline.

Students are required to write not less than 5,000 words (20 typed, double-spaced pages) of clear and logical prose in Writing Intensive classes. (Once a course is approved for Writing Intensive, all students enrolled in the class, whether they are taking it to fulfill their Writing Intensive requirement or not, must write no less than 5,000 words in order to receive a passing grade.)

An important aspect of the task of instructors is working actively with students to sharpen their analytical abilities and to improve their writing styles. Simple narrative and diary-type writing will not fulfill the requirement.

Writing assignments must be analytical in nature, discipline specific and spread out over the entire semester. (At least a total of 3,000 words of writing assignments must be due before the last two weeks of instruction.) Instructors must provide timely responses and evaluations of each writing assignment. Evaluations and comments must only be about the subject matter content but also address

the writing skills. Additionally, evaluations and comments must be given to the students early enough to be reviewed before their next formal writing assignment is due.

Recommendations for Implementation

Although Writing Intensive courses have a 5,000 word requirement, this word requirement can be met by both formal and informal writing assignments. Instructors might require 10 pages each of formal and informal assignments (journals, responses to reading, for example). Yet all should require analysis in order to promote learning as well as improved writing skills.

Although the number of writing assignments depends upon the discipline and nature of the course, a study conducted by the Writing Intensive Committee in Spring 1988 discovered that those students who had been assigned a number of shorter assignments (usually four 5 page ones) reported that their writing had improved as a result, in part, of more frequent feedback. Those with only two long assignments reported that they did not feel the assignments had helped them improve their writing.

Please attach any additional files not requested above:

Re_ ASIA 198 - Course revision plan_Dym.pdf
RE_ ASIA 198 - Course revision plan_Kim.pdf
Re_ ASIA 198 - Course revision plan_Vann.pdf
Re_ ASIA 198 - Course revision plan_Kwon.pdf
Re_ ASIA 198 - Course revision plan_Trishur.pdf
Asia 198.docx

Reviewer Comments:

Mical Shilts (shiltsm) (Fri, 20 Mar 2020 22:12:47 GMT):Rollback: See email for requested edits.

Mical Shilts (shiltsm) (Fri, 17 Apr 2020 16:05:30 GMT):Rollback: Please see email for requested changes.

Key: 363