

ASIA 137: NORTH KOREAN POLITICS AND SOCIETY

In Workflow

1. SSIS College Committee Chair (tristan.josephson@csus.edu)
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Approval Path

1. Sun, 19 Sep 2021 23:26:15 GMT
Tristan Josephson (tristan.josephson): Rollback to Initiator
2. Sat, 09 Oct 2021 21:50:54 GMT
Tristan Josephson (tristan.josephson): Approved for SSIS College Committee Chair
3. Wed, 20 Oct 2021 18:41:41 GMT
Marya Endriga (mendriga): Approved for SSIS Dean

New Course Proposal

Date Submitted: Mon, 20 Sep 2021 17:00:18 GMT

Viewing: ASIA 137 : North Korean Politics and Society

Last edit: Mon, 20 Sep 2021 17:00:17 GMT

Changes proposed by: James Rae (102087815)

Contact(s):

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

North Korean Politics and Society

Class Schedule Title:

North Korean Politics/Society

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 2022 (2022/2023 Catalog)

Subject Area: (prefix)

ASIA - Asian Studies

Catalog Number: (course number)

137

Course ID: (For administrative use only.)

TBD

Units:

3

Is the primary purpose of this change to update the term typically offered or the enforcement of requisites at registration?

No

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

Fall 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 developing and expanding our course offerings based on the expertise of our new full-time faculty member. We expect significant interest in this course among our own majors as well as from other non-majors (particularly in Political Science and History). We need to expand our offerings as we have courses in the major currently.

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

Examines the unique type of North Korean socialism, nationhood, and 'peoplehood,' and provides a new historical and theoretical understanding of militarization, socialist transition in a global economy, social hierarchy, political leadership, and foreign policy. Explores theories of state and socialism, historical narratives, ethnographies, firsthand witness stories, journalistic analysis, documentaries, and films made in and beyond North Korea.

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):

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?

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."

Learning Objectives: Student will be able to

- 1) outline socialist theory and praxis
- 2) differentiate the domestic and global drivers of North Korean development
- 3) interpret and analyze North Korea's national identity and public policies
- 4) apply writing and presentation skills
- 5) synthesize collaborative research and discussion

Area D Learning Outcomes

1. Describe and evaluate ethical and social values in their historical and cultural contexts.
2. Explain and apply the principles and methods of academic disciplines to the study of social and individual behavior.
3. Demonstrate an understanding of the role of human diversity in human society, for example, race, ethnicity, class, age, ability/disability, sexual identity, gender and gender expression.
4. Explain and critically examine social dynamics and issues in their historical and cultural contexts.

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

ASIA 137.pdf

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 and Participation (10%) [LO#1]
2. Ten Weekly Papers (10%) [LO#1&2; Area D LO#1, 3]
3. Discussion Facilitator (10%) [LO#4&5]
4. Analytic Essay (20%) [LO#3&4; Area D LO#2, 3, 4]
5. Argumentative Essay (20%) [LO#4&5; Area D LO#2, 3, 4]
6. Group Final Research Paper (30%) [LO#4&5; Area D LO#2, 3, 4]
7. Extra Credit [LO#1&2]

For whom is this course being developed?

Majors in the Dept
 Minors in the Dept
 General Education

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?

D. The Individual and Society

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.

Attach Course Syllabus with Detailed Outline of Weekly Topics:

ASIA 137.pdf

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 D: The Individual and Society

Section 1.

Please provide a statement indicating the means and methods for evaluating the extent to which the objectives of Area D, the cultural diversity requirements, and writing requirements are met for all course sections.

This course will evaluate writing and analysis through two 1,200 word essays, a collaborative group research paper, and weekly 300 page papers in which students will examine course themes (socialism, violence, gender, culture). Topic will include migration, inequality, labor, and capital in the context of Korean society and culture.

What steps will the department take to ensure that instructors comply with the category criteria (and who is responsible)? Before a course can be offered in multiple sections, a designated person in the department must provide a description of what would be common to all sections and what might typically vary between sections.

The only faculty member in Asian Studies will teach this course and has participated in its development. The Program Director will review the syllabus as part of the ARTP process, along with the Program's RTP committee and Assessment committee.

Section 2.

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

Describes and evaluates ethical and social values in their historical and cultural context.

The course examines a range of ethical and social concepts around global capitalism, socialism, citizenship, state, and nationalism and the impact on individual lives in a closed society. This allows us to pivot and examine these issues in comparative fashion in other contexts. Students will apply debates from these issues into their argumentative essay.

Explains and applies the principles and methods of academic disciplines to the study of social and individual behavior.

The course is inter-disciplinary, borrowing from a range of social sciences such as anthropology, sociology, and politics to understand the transformation of society from both structural forces and human agency. Moreover, it borrows from cultural studies to help students to analyze text, and deconstruct narratives and other forms of discourse. Inter-textual analysis is highly recommended by showing comparison or contrast between reading materials.

Demonstrates an understanding of the role of human diversity in human society, for example, race, ethnicity, class, age, ability/disability, sexual identity, gender and gender expression.

This course will delve into questions of race/ethnicity, social class, and gender in the specific context of North Korean society. It will discuss questions of identity, particularly what it means to be of a nation, in terms of citizenship and race. Social class and Marxism are primary course themes. The intersection of gender and class is also the backdrop of every part of the course. In this case, age is also an important part of the examination of the changing circumstances from revolution to socialism.

Explains and critically examines social dynamics and issues in their historical and cultural contexts.

Considers how post-colonial societies have been reconstructed and what indigenous lenses provide as foundational viewpoints toward national development and international relations. Examines the era of Marxist revolutions globally and in Asia, the attempt to achieve social and economic development in a capitalist world order, and the nature of propaganda and control in domestic life, and how technology alters these realities.

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.]

Ten Weekly Papers (10%) [LO#1&2]: Mandatory. You can choose to submit ten weekly papers either on Tuesday or Thursday. The deadline for Tuesday Writers is Monday Midnight, for Thursday writers, Wed Midnight. If you submit in time, you will get the full credit –1 point/paper. If you are late, you will get no credit. Thus, please do not be late. This practice is to encourage students to have an opportunity to rearticulate what they have read and prepare for the class discussion with critical engagement. The weekly paper includes 300-400 words that summarize main concepts and arguments of the assigned materials and suggest at least two questions that our class should push further.

Analytic Essay (20%) [LO#3&4]: The essay prompt will be given to students a week prior to the deadline. This essay requires students to write solid and critical understanding of assigned materials in a clear and coherent writing style. This is not an argumentative paper, but an analytical paper on the basis of what you read. Inter-textual analysis is highly recommended by showing comparison or contrast between reading materials. Please keep the word limit around 1200 words.

Argumentative Essay (20%) [LO#4&5]: The essay prompt will be given to students a week prior to the deadline. This essay requires student's ability to argue with the explored materials, by providing your own discovery such as themes and questions each reading materials have tackled with. Why do you think the particular theme or questions is important to you? In what way does the theme or questions you found, answer or not answer the questions you have held? How differently would you write the given material? Similarly, inter-textual analysis is highly recommended by showing comparison or contrast between reading materials. Please keep the word around 1200 words.

Section 3.

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:

PoliSci Consultation.pdf

Reviewer Comments:

Tristan Josephson (tristan.josephson) (Sun, 19 Sep 2021 23:26:15 GMT): Rollback: I sent an email to June Hee with requested changes

Key: 14381