

ART 113B: ASIAN ART IN POP CULTURE, NEW MEDIA, AND VIDEO GAMES

In Workflow

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Approval Path

1. Wed, 12 Mar 2025 21:39:15 GMT
Rachel Miller (rachel.miller): Approved for ART Committee Chair
2. Wed, 12 Mar 2025 21:40:53 GMT
Rachel Clarke (rclarke): Approved for ART Chair
3. Wed, 19 Mar 2025 20:20:30 GMT
Jacqueline Irwin (irwin): Rollback to Initiator
4. Thu, 20 Mar 2025 00:24:50 GMT
Rachel Miller (rachel.miller): Approved for ART Committee Chair
5. Thu, 20 Mar 2025 17:36:02 GMT
Rachel Clarke (rclarke): Approved for ART Chair
6. Thu, 20 Mar 2025 19:00:35 GMT
Jacqueline Irwin (irwin): Approved for ALS College Committee Chair
7. Fri, 21 Mar 2025 00:12:49 GMT
Melinda Wilson Ramey (mwilson): Approved for ALS Dean

Date Submitted: Thu, 20 Mar 2025 00:21:11 GMT

Viewing: ART 113B : Asian Art in Pop Culture, New Media, and Video Games

Last edit: Fri, 21 Mar 2025 00:12:44 GMT

Changes proposed by: Rachel Miller (219175308)

Contact(s):

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Catalog Title:

Asian Art in Pop Culture, New Media, and Video Games

Class Schedule Title:

Asian Art in Pop Culture

Academic Group: (College)

ALS - Arts & Letters

Academic Organization: (Department)

Art

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

No

Catalog Year Effective:

Fall 2026 (2026/2027 Catalog)

Subject Area: (prefix)

ART - Art

Catalog Number: (course number)

113B

Course ID: (For administrative use only.)

102461

Units:

3

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

No

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

Fall, Spring

Does this course require a room for its final exam?

Yes, final exam requires a room

This course complies with the credit hour policy:

Yes

Justification for course proposal:

ART 113B has been redesigned to respond to student interest as well as the expertise of a newly hired faculty member, Yipaer Aierken. Our departmental DEIBJ survey demonstrated that students would like more courses about the relevancy of historical art to their lives and culture, so this course has been redesigned to address that need. Additionally many students in the BFA in Studio Art and the BA in Art use Asian references in their own creative process, so this course will help students better research these topics and apply a more critical lens to their usage of Asian artistic references.

We are also requesting that this course be a Writing Intensive course. We only have two Writing Intensive courses in the Art Department and there is a huge demand for both of them since students would like to take WI courses in their majors. We currently do not have a WI course in the Asian art history area.

We have updated the course description, ELOs, the assessments, the list of readings/activities to reflect this course redesign. We are also changing the pre-requisite to align it with WI prerequisites and the other WI courses in the Art Department.

Note: Asian Studies will also be affected by changes to this course, but they can't be listed in the question below because they are not a department. We have provided consultation with Asian Studies.

Course Description: (Not to exceed 90 words and language should conform to catalog copy.)

This course explores the impact of Asian art traditions on contemporary visual culture, digital media, and gaming, examining how historical artistic practices from across Asia are reinterpreted, adapted, and transformed in animation, film, graphic novels, virtual worlds, and interactive media.

Are one or more field trips required with this course?

No

Fee Course?

No

Is this course designated as Service Learning?

No

Is this course designated as Curricular Community Engaged Learning?

No

Does this course require safety training?

No

Does this course require personal protective equipment (PPE)?

No

Does this course have prerequisites?

Yes

Prerequisite:

Junior standing; a WPJ Portfolio score OR ENGL 109M or ENGL 109W completion

Prerequisites Enforced at Registration?

Yes

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#01 - Large Lecture (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 and Assessment Strategies:

List the Expected Learning Outcomes and their accompanying Assessment Strategies (e.g., portfolios, examinations, performances, pre-and post-tests, conferences with students, student papers). Click the plus sign to add a new row.

	Expected Learning Outcome	Assessment Strategies
1	Analyze the influence of historical Asian art traditions on contemporary pop culture, digital media, and video games through well-structured written projects.	In-Class Team Quiz
2	Formulate insightful questions and articulate thoughtful responses on artistic representation, cultural adaptation, and media hybridity.	Writing Projects
3	Produce descriptive writing that explains how specific visual elements contribute to the overall interpretation of the artwork	Class Participation, Writing Projects
4	Structure written analyses with a clear introduction, concise thesis, and focused argument on visual elements	Writing Projects
5	Combine close visual analysis with evidence from scholarly essays, integrating visual analysis with textual analysis	Class Participation, Writing Projects
6	Synthesize scholarly research in writing projects, analyzing how critical histories and theories relate to the artwork	Writing Projects

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

March 19 ART 113B Fall Syllabus - Yipaer Aierken copy.docx

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?

Yes

Indicate which department(s) will be affected by the proposed course:

Department(s)
Department of Design

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
Personal and social responsibility
Integrative learning

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?

3A. Arts
Writing Intensive

Which GE objective(s) does this course satisfy?

Read, write, and understand relatively complex and sophisticated English prose.
Construct a non-fallacious verbal argument, recognize fallacious arguments, and follow the verbal arguments of others.
Find and use common information resources, engage in specialized library research, use computers and seek out appropriate expert opinion and advice.
Develop an acquaintance and understanding of cultures and major dynamic social institutions which affect one's life.
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:

March 12 ART 113B Learning Outcomes Map.docx
March 19 ART 113B Fall Syllabus - Yipaer Aierken copy.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 - 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.

This course builds on knowledge acquired by major and GE students who have taken lower-division art history courses that include Asian art by allowing them to explore how traditional and modern/contemporary Asian art is represented and re-imagined in global pop culture. In the writing projects, students will focus on different areas of Asia, selecting a theme related to global pop culture/new media and analyzing how historical artists and traditional Asian culture had an impact on that theme. GE students who have studied Asian culture in any way will be able to build on their knowledge as well, while utilizing their understanding of digital media and the contemporary world. This course involves the examination of complex global issues, which students begin to explore in GE at the lower division, and can sharpen their analytical abilities and improve their writing skills in the various writing projects of this course.

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

This course will build on students' existing knowledge of Asian culture, Asian art, pop culture, new media, and Asian history, allowing them to synthesize all of these different fields of knowledge to examine questions about the interaction of history, traditional culture, and the popular culture they encounter daily. Students will also be able to explore the similarities and differences between Eastern and Western traditions in today's global world.

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

The writing projects, as well as in-class activities, will allow students to develop their logical reasoning. In the writing projects, students will engage in peer review to improve their writing skills and also receive feedback from the instructor after each step of the projects.

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).

There are four papers in this class, each one will be 1250 words. This is the minimum that students are required to write, but they will be encouraged to write more than the minimum.

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

The instructor will lead students in various writing workshops throughout the semester, focusing on topics such as: Developing Strong Descriptions for Visual Analysis, Crafting Persuasive Thesis Statements, and Strengthening Critical Analysis and Source Evaluation.

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).

Writing Assignment #1 is due in Week 4, #2 is due in Week 7, #3 is due in Week 10, and #4 is due in Week 13. All of these assignments are due before the last two weeks of instruction.

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.

Yes, the instructor will provide responses to each writing project within two weeks of submission. These comments will focus on writing skills and will reference the content of the writing workshops that are included on the calendar. These writing workshops will also summarize common writing mistakes that the instructor noticed in previous assignments. Finally, there will be a peer review opportunity for each assignment.

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:

March 19 Richard Email- Aierken, Yipaer - Outlook.pdf

March 19 James Reply- Aierken, Yipaer - Outlook.pdf

Reviewer Comments:

Rebekkah Mulholland (rebeccak.mulholland) (Wed, 19 Mar 2025 18:14:01 GMT): Thanks for your proposal. We just have a minor change suggestion: Change Student Health and Counseling Services (SHCS) to Student Health, Counseling, and Wellness Services.

Jacqueline Irwin (irwin) (Wed, 19 Mar 2025 20:20:30 GMT): Rollback: Dear Rachel, Please see suggestions for revision from Rebekkah. Once your proposal has been revised as per their recommendations, please resubmit and send me an email so I know that your proposal is ready to move forward. Thank you, Jacqueline, ALS Curriculum Chair

Key: 247