

HIST 147B: LAW AND JUSTICE IN TRADITIONAL CHINA

In Workflow

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Approval Path

1. 2025-10-07T18:55:22Z
Khal Schneider (schneider): Approved for HIST Committee Chair
2. 2025-10-07T19:31:27Z
Jeffrey Wilson (jkwilson): Approved for HIST Chair
3. 2025-11-05T19:53:28Z
Rebekkah Mulholland (rebeccakah.mulholland): Rollback to Initiator
4. 2025-11-26T15:05:21Z
Khal Schneider (schneider): Approved for HIST Committee Chair
5. 2026-04-27T19:01:17Z
Jeffrey Wilson (jkwilson): Approved for HIST Chair
6. 2026-04-30T18:20:14Z
Rebekkah Mulholland (rebeccakah.mulholland): Approved for ALS College Committee Chair
7. 2026-05-01T18:33:08Z
Gladys Francis (gladys.francis): Approved for ALS Dean

New Course Proposal

Date Submitted: 2025-11-25T23:31:05Z

Viewing: HIST 147B : Law and Justice in Traditional China

Last edit: 2026-08-28T20:54:39Z

Changes proposed by: Jeffrey Wilson (212375398)

Contact(s):

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

Law and Justice in Traditional China

Class Schedule Title:

Law & Justice in Trad. China

Academic Group: (College)

ALS - Arts & Letters

Academic Organization: (Department)

History

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

No

Catalog Year Effective:

Fall 2027 (2027/2028 Catalog)

Subject Area: (prefix)

HIST - History

Catalog Number: (course number)

147B

Course ID: (For administrative use only.)

TBD

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

Does this course replace an existing experimental course?

No

This course complies with the credit hour policy:

Yes

Justification for course proposal:

This course is part of a suite of courses designed as electives for the History BA Concentration in Law and Social Justice. It provides a window onto the ways Chinese societies before the modern era considered issues of justice and fairness. The exposure to this history will allow students to examine the deep history of Chinese legal concepts, providing a counterpoint to today's legal concepts.

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

Examination of shifting conceptions of justice across political structures, social institutions, religious beliefs, and intellectual traditions. Exploration of topics such as ethnicity, gender, and social hierarchy; legal codes and institutions; legal and judicial rhetoric; and representations in literature, drama, and case studies.

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?

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=1WTU 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	Explain the major developments of the Confucian tradition including key concepts, ideas, conventions, beliefs, and practices.	Participation, reading responses, group report, group presentation, final paper.
2	Describe the historical, social, and cultural contexts behind legal concepts covered in readings.	Participation, reading responses, group report, group presentation, final paper.
3	Describe women's conditions and the importance of gender when analyzing the social and cultural impacts of the Confucian tradition.	Participation, reading responses, final paper.
4	Compose critical essays about themes and topics developed from knowledge, understanding, and class discussion of readings.	Group report, final paper.
5	Illustrate the influence of the Confucian tradition on present-day Chinese culture, society, individual morality, women's rights, and gender conceptualizations.	Final paper.

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

HIST 147B - Law and Justice in Traditional China.docx

For whom is this course being developed?

Majors in the Dept

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
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?

No

Reviewer Comments:

Rebekkah Mulholland (rebekkah.mulholland) (Wed, 05 Nov 2025 19:53:28 GMT): Rollback: There are many more "graded course activities" (i.e., assessments) in the syllabus than there are assessment strategies in the proposal. They should articulate. As of right now, it appears that only two of the graded course activities actually assess anything; the rest are superfluous.

Key: 15465