

# ASIA 142: CHINA AND ITS GLOBAL FRONTIERS

## In Workflow

1. SSIS College Committee Chair (wickelgr@csus.edu)
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## Approval Path

1. Wed, 12 Mar 2025 20:12:03 GMT  
Heidy Sarabia (heidy.sarabia): Approved for SSIS College Committee Chair
2. Thu, 13 Mar 2025 18:06:21 GMT  
Emily Wickelgren (wickelgr): Approved for SSIS Dean

## New Course Proposal

Date Submitted: Tue, 14 Jan 2025 17:06:45 GMT

**Viewing: ASIA 142 : China and its Global Frontiers**

**Last edit: Wed, 12 Mar 2025 20:10:18 GMT**

Changes proposed by: James Rae (102087815)

**Contact(s):**

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**Catalog Title:**

China and its Global Frontiers

**Class Schedule Title:**

China and its Global Frontiers

**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:**

Spring 2026 (2026/2027 Catalog)

**Subject Area: (prefix)**

ASIA - Asian Studies

**Catalog Number: (course number)**

142

**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:**

The Asian Studies Program proposes this course to study "China" through the lens of its contentious periphery regions and borderland areas, with particular focus on Hong Kong, Taiwan, Tibet, and Xinjiang, as well as China's territorial disputes with Japan, India, and countries in Southeast Asia (South China Sea dispute). We think this course will be beneficial to students given that these issues will remain geopolitically contentious in the years to come. Moreover, these cases help students understand how the role of global powers (e.g. the US, Soviet Union/Russia, Britain, Japan, ASEAN) and ideas and movements (e.g. nationalism, colonialism, migration) continue to shape the development of China's frontiers. This affirms Asian Studies Program's commitment to "analyzing transnational issues that connect Asia, other regions, and the rest of the world including the United States," and Sac State's mission of developing students to engaging effectively with the global communities. It will fulfill the GE Area 4/D requirement and be open to majors, minors, and students who are interested in modern China.

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

This course studies "China" from its periphery. It will scrutinize the process of nation-building from the margins in order to understand the challenges that China faces in the twenty-first century. It examines factors such as nationalism, colonialism, migration, and historical memory in shaping the understanding of contemporary problems concerning China, such as territorial disputes, ethnic tension, and geopolitical challenges.

**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=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	Examine China's problems with its border and relations with neighboring entities	Attendance & Participation; Weekly Forum Posts; Final Exam
2	Identify the impact of nationalism and global geopolitics on contemporary China	Weekly Forum Posts; Short Papers; Final Exam
3	Assess how historical events and memory shape contemporary sentiment	Attendance & Participation; Weekly Forum Posts; Short Papers; Final Exam
4	Evaluate critically, and challenge, both primary and secondary sources	Attendance & Participation; Weekly Forum Posts; Short Papers; Final Exam

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

Sample Syllabus - Asia 142, China and Its Global Frontiers.pdf

**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  
 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?**

GE AREA D

**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.

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:**

Sample Syllabus - Asia 142, China and Its Global Frontiers.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 - Area 4: Social and Behavioral Sciences**

Section 1.

**Please provide a statement indicating the means and methods for evaluating the extent to which the objectives of Area 4, the cultural diversity requirements, and writing requirements are met for all course sections.**

Requirements of Area 4 will be met by regular forum posts that comment on course readings, short papers that evaluate themes of the course (nationalism, colonialism, ethnicity, migration, historical memory, and geopolitics), and a final exam that addresses aforementioned themes and examples spanning East, Southeast, South, and Central Asia. Since a focus is on China's borderland areas, ethnicity and cultural diversity/multiculturalism will play a huge part in lecture and readings.

**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 course designer is the sole instructor for this course. There are no plans to offer multiple sections for this course.

Section 2.

**Indicate in written statements how the course meets the following criteria for Area 4. 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.**

This course offers a historical context to addressing ethical and social values across cultural context. It will scrutinize competing narratives about nationalism, migration, historical memory, and postcolonial experience in shaping contemporary discourse about hegemony and imperialism that continue to shape everyday life experience.

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

This course adopts an inter-disciplinary approach to studying different facets of "China" as scrutinized from the periphery areas. Students will read a variety of primary and secondary sources as well as engage in class discussions to critique methodologies that historians, sociologists, anthropologists, journalists, and others have adopted in studying contentious issues concerning modern China.

**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.**

A major framework of the course is to scrutinize the idea of "Chinese identity" which encompasses different ethnicities and races, with Tibetans and Uyghurs being the prime examples. Students will learn how identities function as a construct in different societies

and how state agencies utilize such constructs in implementing ethnic policies. The role of class and gender will also feature prominently to show how socio-economic status and notions of gender also shape the formation of nationhood/identity.

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

Topics like Hong Kong, Taiwan, Tibet, and Xinjiang continue to play a huge role in China's policy-making, and students will learn to evaluate competing narratives and memories in order to make sense of the development in respective regions.

**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.]**

Throughout the semester, students will submit a series of short responses to weekly readings (ten 100-word response). Students will also submit three short papers, based on each unit that we study. Each unit take about three to four weeks to complete, and each paper will be about 600 words. These are reflection papers that students should offer their thoughts on the specific themes, supported by evidence (e.g. readings and course content).

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.**

Please refer to the attached additional files for consultation with the Dept. of History and Dept. of Political Science.  
Please refer to the attached Syllabus for more on course materials and assigned readings.

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

RE\_ Consultation with History on Asian studies course.pdf  
Re\_ Political Science Consultation on new Asian Studies course.pdf

Key: 15177