

General Studies Gold Request Form

Consult the [General Studies Request FAQ](#) for more information and quick answers.

New permanent numbered courses must be submitted to the workflow in [Kuali CM](#) before a General Studies request is submitted here. The General Studies Council will not review requests ahead of a new course proposal being sent to the Senate.

Submission Information

College/School	Department/School
The College of Liberal Arts and Sciences (CLA)	School of Social Transformation (CSOCTTRANS)

Submission Type

Mandatory Review

ASU Request

Is this request for a permanent course or a topic?

Permanent Course

Subject Code	Course Number	Units/Credit Hours
AFR	317	3

Course Information

Enter the course catalog information, found in the [web course catalog](#) or [Kuali CM](#).

Course Title

Genes, Race and Society

Course Catalog Description

An in-depth examination of the biological and social construction of race in western societies. Special emphasis is placed on examining these constructs from a historical perspective.

Enrollment Requirements (Prerequisites, Corequisites, and/or Antirequisites)

Prerequisite(s): AFR 200 or minimum 30 hours; Credit is allowed for only AFR 317 or JUS 317

Is this a crosslisted course?

Yes

List all crosslisted courses by subject code and number.

JUS 317

Is this course offered by (shared with) another academic unit?

No

Shared or Crosslisted Departments/Schools

School of Social Transformation (CSOCTRANS)

Statement of Support #1

[Copy of AFR 317 JUS 317 Genes Race and Society 2024-2025 .pdf](#)

Statement of Support #2

No Response

Statement of Support #3

No Response

If this course or topic already carries a different General Studies Gold (not Maroon) designation than the one being requested, please check this box.

General Studies Gold Designation Request

Requested Designation

Social and Behavioral Sciences (SOBE)

Attach a representative syllabus for the course, including course learning outcomes and descriptions of assignments and assessments.

[Copy of AFR 317 JUS 317 Genes Race and Society 2024-2025 \(1\).pdf](#)

Social and Behavioral Sciences (SOBE)

Courses in social sciences and behavioral sciences expose students to the systematic investigation of human institutions, relationships, social structures, behavior, emotions, communication, and health. Students will learn about evidence, methods, and approaches that social and behavioral scientists use to analyze, understand, and describe human activities, experiences, and systems. They will learn how social scientists and behavioral scientists conduct research, how they disseminate their findings, and how the findings from social and behavioral science can be used in the pursuit of individual, societal, and policy goals.

Most of the course content should align with the Gold category learning outcomes.

Instructions: In the fields below, state the assignment, project, or assessment that will measure each learning outcome, and provide a description. The description should provide enough detail to show how it measures the learning outcome. If needed, more than one can be identified.

The proposal does not need to include all course assessments that measure a given learning outcome. The provided assessment should include sufficient detail to allow the subcommittee to make their evaluation. When appropriate, the same assessment can be listed for more than one learning outcome (e.g., a culminating project).

You may provide links to a document (Google Drive or Dropbox) that includes the relevant details for the assessment. **Do not provide links to Canvas shells.**

SOBE Learning Outcome 1: Utilize behavioral or social science approaches, qualitative or quantitative, to examine aspects of human experiences or explain social or behavioral phenomena.

Discussion boards

Example discussion board prompt:

1. Students pick one scientist from the Gould article and discuss their stance on monogeny vs. polygeny (including their definition of each).
2. What are the scientist's arguments?
3. What are the scientist's methods (how do they get their data)?
4. What was the scientist's stance on racial ranking? Be sure to use the course materials to support your answer. This part should be at least 100 words.

Rational: Discussion board prompts gauge student's understanding of the reading materials, and have them begin to engage in analysis of methods, methodologies, and social context.

Module 5: Written Assignment

Students engage with the questions of methods and methodologies, particularly how they vary across the reading materials/research and how they are effective at answering the writers' research questions. Students are asked to discuss Henrietta Lacks' experience, and to explain the phenomenon of racialized medicine. The third part of the question asks students about aspects of Lacks' experience, and to explain a social phenomenon.

Instructions: This written assignment contains three parts.

Part I- What is racialized medicine? Why is it controversial?

Part II - Why are HeLa cells so important in modern medicine and medical research? What makes them novel? What are the ethical concerns of the procurement of Henrietta Lacks' cells?

Part III - Is the treatment of Henrietta Lacks and the collection of HeLa cells an example of racialized/race-based medicine? Why or why not?

SOBE Learning Outcome 2: Describe the strengths and limitations of behavioral or social science methods in predicting or understanding human behavior.

The Module 3 Written Assignment

Students engage with the questions of methods and methodologies, particularly how they vary across the reading materials/research and how they are effective at answering the writers' research questions. students are asked to deeply consider the social science methods used to understand human behavior in the readings for that week.

Module 3: Written Assignment

This module features a heavy reading/viewing load of our course and the material is overflowing with ideas and analysis. The prompt this week is meant for us to pause and truly unpack what the materials offer. Think of this assignment as long-form annotated notes or a study guide. It is also an opportunity to practice close reading and writing a critical reflection of direct quotes (which you should be using!).

Pick 2 of the 5 materials (Krimsky & Sloan, Tallbear, Nelson, Nash, and/or *Skin Deep*) and answer the following questions:

1. Name and define 1 key concept from each piece. You should use direct quotes but give some unique contributions in your own words.
2. In what way(s) do your 2 chosen materials speak to the same idea? How are they similar and/or how do they support each other?
3. What are the strengths and limitations of the approaches that each author takes?

4. What is a difference (in argument, theory, and/or methodology) between your 2 pieces and why is it significant?

5. Pose 1 question - it is completely welcomed to ask for clarification about what you don't understand in the writings.

Students use direct quotes and include a works cited/bibliography for all referenced materials.

The final assignment has students engage with one of the course module topics in depth, using both course materials and outside sources, to explore the connections between cultural belief and scientific research, and how individuals and social movements challenge institutions around issues of racial identity.

SOBE Learning Outcome 3: Communicate coherent arguments using evidence drawn from qualitative or quantitative sources.

Written Assignments and Final Paper

In the written assignments and the final paper, students are asked to communicate coherent arguments in their papers using evidence from both qualitative and quantitative sources, including course materials and outside materials. Grading for these papers centers on these aspects of writing, making sense of the data in the sources, and clearly articulating the students' well-supported theses. Specific assignments and grading rubrics are located here:

[AFR317/JUS317 Written Assignments & Discussion Boards](#)

List all course-specific learning outcomes. Where appropriate, identify the associated SOBE learning outcome(s) in brackets (see below for example). Note: It is expected that a majority of course-specific learning outcomes will be associated with a SOBE learning outcome.

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- 1. Understand the socio-cultural context and historical development of the idea of race (SOBE LO1).**
 - 2. Assess how definitions of race, science, and genetics have informed our understanding of identity and group difference (SOBE LO1).**
 - 3. Consider the implications of developments in the life sciences for politics, social identity, and cultural belonging (SOBE LO3).**
 - 4. Evaluate the ways in which cultural beliefs about race have influenced scientific research and the development of knowledge, and the efforts by individuals and social movements to challenge scientific institutions to assert new claims about identity, difference, and inequality (SOBE LO2 & 3).**

Provost Use Only

Backmapped Maroon Approval

No Response

Form Submission - Proposer

Submitted for Approval | Proposer

Melinda Riddle - January 8, 2025 at 12:25 PM (America/Phoenix)

Department Approval

Approved

Raphael Charron-Chenier

Camilla Fojas

Michelle Vlahoulis - January 8, 2025 at 12:26 PM (America/Phoenix)

Sada Gilbert

GSC Coordinator Review

Approved

TJ Robedeau - January 9, 2025 at 8:25 AM (America/Phoenix)

April Randall

Assistant Vice Provost Review

Approved

Tamiko Azuma - January 9, 2025 at 1:23 PM (America/Phoenix)

All required components confirmed.

Pre-GSC Meeting

Approved

TJ Robedeau - January 10, 2025 at 8:54 AM (America/Phoenix)

April Randall

Social and Behavioral Sciences (SOBE) Subcommittee

Acknowledge Cancelled

Dawn DeLay

Cara McDaniel

Jen Eden

Emily Mertz - January 27, 2025 at 4:12 PM (America/Phoenix)

Revise and Resubmit: Thank you for your proposal. The SOBE sub-committee recommends revise and resubmit based on the following. For LO1, please provide a specific assignment in the Kuali form that demonstrates how students utilize behavioral or social science approaches, qualitative or quantitative, to examine aspects of human experiences or explain social or behavioral phenomena. The description should provide enough detail to show how it measures the learning outcome. For LO2, please provide a specific example on the Kuali form on how the assignment describes the strengths and limitations of behavioral or social science methods in predicting or understanding human behavior. For example, are you comparing the strengths and weaknesses of cultural beliefs and scientific research? The description should provide enough detail to show how it measures the learning outcome.

General Studies Council Meeting

Sent Back

TJ Robedeau - January 31, 2025 at 12:22 PM (America/Phoenix)

Your request was not approved. The SOBE subcommittee invites you to revise and resubmit this request. They provided the following rationale:

Revise and Resubmit: Thank you for your proposal. The SOBE sub-committee recommends revise and resubmit based on the following. For LO1, please provide a specific assignment in the Kuali form that demonstrates how students utilize behavioral or social science approaches, qualitative or quantitative, to examine aspects of human experiences or explain social or behavioral phenomena. The description should provide enough detail to show how it measures the learning outcome. For LO2, please provide a specific example on the Kuali form on how the assignment describes the strengths and limitations of behavioral or social science methods in predicting or understanding human behavior. For example, are you comparing the strengths and weaknesses of cultural beliefs and scientific research? The description should provide enough detail to show how it measures the learning outcome.

If you have questions regarding this, please reach out to Tamiko Azuma (tazuma@asu.edu).

April Randall

Form Submission - Proposer

Submitted for Approval | Proposer

Melinda Riddle - February 27, 2025 at 10:20 AM (America/Phoenix)

Department Approval

Approved

Raphael Charron-Chenier

Camilla Fojas

Michelle Vlahoulis - February 27, 2025 at 10:23 AM (America/Phoenix)

Sada Gilbert

GSC Coordinator Review

Sent Back

TJ Robedeau - February 27, 2025 at 10:37 AM (America/Phoenix)

Please make sure that all 3 learning outcomes for the SOBE GS Gold are in the syllabus. Currently, there are only 2 learning outcomes.

April Randall

Form Submission - Proposer

Submitted for Approval | Proposer

Melinda Riddle - February 27, 2025 at 10:40 AM (America/Phoenix)

Department Approval

Approved

Raphael Charron-Chenier

Camilla Fojas

Michelle Vlahoulis - February 27, 2025 at 11:21 AM (America/Phoenix)

Sada Gilbert

GSC Coordinator Review

Approved

TJ Robedeau - February 27, 2025 at 11:30 AM (America/Phoenix)

April Randall

Assistant Vice Provost Review

Approved

Tamiko Azuma - February 27, 2025 at 11:34 AM (America/Phoenix)

All required components confirmed.

Pre-GSC Meeting

Approved

TJ Robedeau - February 28, 2025 at 3:40 PM (America/Phoenix)

April Randall

Social and Behavioral Sciences (SOBE) Subcommittee

Acknowledgement Requested

Dawn DeLay

Cara McDaniel

Jen Eden

Emily Mertz - March 25, 2025 at 11:34 AM (America/Phoenix)

Revise and Resubmit: Thank you for the submission. The SOBE subcommittee recommends revise and resubmit based on the following feedback. For LO1, what behavioral or social science approaches, qualitative or quantitative, are students using to examine aspects of human experiences or explain social or behavioral phenomena? This LO asks for students to **use** behavioral science approaches to examine human experiences and behaviors.

General Studies Council Meeting

Waiting for Approval

TJ Robedeau

April Randall

Proposer Notification

Notification

Melinda Riddle

College Notification

Notification

Amanda Smith

Jenny Smith