

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 reviewed by the Senate.

Submission Information

College/School

The College of Liberal Arts and Sciences (CLA)

Department/School

School of Human Evolution & Social Change
(CHUMEVOL)

Submission Type

New Request

Requested Effective Date

Fall 2024

ASU Request

Is this request for a permanent course or a topic?

Permanent Course

Subject Code

ASB

Course Number

211

Units/Credit Hours

3

Course Information

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

Course Title

Women in Other Cultures

Course Catalog Description

Cross-cultural analysis of the economic, social, political, and religious factors that affect women's status in traditional and modern societies.

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

None

Is this a crosslisted course?

No

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

Yes

Shared Departments/Schools

School of Social and Behavioral Sciences (CSOC&BEH)

School of Applied Sciences and Arts (CASA)

Statement of Support #1

Statement of Support #2

Statement of Support #3

[GS Gold request ASB 211 GCSI New College SBS support.pdf](#)

[GS Gold GCSI request ASB 211 CISA Applied Sci. Arts support.pdf](#)

No Response

General Studies Gold Designation Request

Requested Designation

Global Communities, Societies, and Individuals (GCSI)

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

[ASB211 Course Syllabus.pdf](#)

Global Communities, Societies, and Individuals (GCSI)

Courses in the Global Communities, Societies, and Individuals knowledge area explore the world from multiple vantage points. They consider historical, ongoing or transforming global issues across multiple scales and types of human experiences. Students will analyze ways that geographical and historical contexts influence communities, societies, and individuals. In addition to courses focused entirely on non-US American issues, courses structured to include comparative or transnational connections between the United States and other countries, i.e., courses that consider a global issue in multiple locations one of which is the United States, fall into this knowledge area. Courses focused mostly or only on US American issues or populations, however, even across diverse communities, are not included in this knowledge area. This knowledge area develops students' skills in global awareness, and the analysis of social, political, economic, or cultural systems, skills essential to participating more fully in communities.

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.**

GCSI Learning Outcome 1: Describe historical, contemporary, or transforming global issues through the perspective of specific individuals, communities, or societies.

Gendered Visual Marketing Analysis

In this assignment, students must examine two different advertisements and critically analyze how they employ globalized gendered messages, assumptions, and stereotypes about women and how they target different communities and audiences in the U.S. and different parts of the world in terms of varying gender, race/ethnicity, age, and socioeconomic status. Students will write about how these messages affect these communities by disseminating and supporting dominant globalized ideologies about women while also challenging and pushing back against them.

GCSI Learning Outcome 2: Analyze the interactions among social, political, economic, or cultural systems across local, regional, and global scales or spaces.

“Girl/Woman Talk” Fieldnotes

In this assignment, students must identify and record interactions between individuals in their daily lives, or across national borders (on social media, or mass media content such as movies, TV shows, or internet show dialogues) that involves talk about women. Students will analyze how these interactions or conversations reflect, reinforce, or push-back against gendered norms or expectations about women. They should connect these interactions to globalized, broader narratives/tropes about women that circulate throughout the world (and have been discussed in class).

GCSI Learning Outcome 3: Articulate ways in which dimensions of difference such as race, gender, socio-economic status, religion, language, or citizenship separately and together affect individuals and communities.

Final Critical Thought Essay

Using readings, videos, discussion, and concepts that we covered throughout the semester, students will identify at least one theme (up to 3) about women that cuts across/appears in at least 2 units of the course about how gender and womanhood is understood in various societies in terms of race, gender, socio-economic status, religion, language, or citizenship differences. Personal experiences may be used to explore the question or theme. At the same time, students must push beyond the personal to get at a larger collective significance of the themes/question—the “bigger picture.” This will make for an essay that is at once grounded and connected to a larger cultural context

GCSI Learning Outcome 4: Communicate coherent arguments using evidence drawn from qualitative or quantitative sources.

Annotated Playlist

“Girl/Woman Talk” Fieldnotes

Media/Marketing Analysis

Final Paper/ Creative project

In all four writing assignments, students are expected to effectively communicate their analysis qualitatively in written form through short essays, annotations, commentary, and a longer final paper. Students are also graded on how effectively they convey their analyses, ideas, and descriptions orally through class participation. Students are also required to present and discuss their final paper during the last two classes.

List all course-specific learning outcomes. Where appropriate, identify the associated GCSI 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 GCSI learning outcome.

Broadly discuss the ways in which race, class, and gender identity shape dominant notions of womanhood within North America [GCSI 03]

Identify and analyze how normative gender expectations appear in literature, marketing, music, television, and other mediums in popular culture. [GCSI LO4]

Identify and describe different and complex notions of womanhood that exist in some parts of the Global South. [GCSI LO2]

Explain the connection between dominant notions of womanhood and the lived experiences of women in a given society (including health outcomes; access to resources; upward mobility; and equitable treatment.) [GCSI 01]

Form Submission - Proposer

Submitted for Approval | Proposer

Takeyuki (Gaku) Tsuda - April 3, 2024 at 11:01 AM (America/Phoenix)

Department Approval

Approved

Patrick Ryan Williams - April 3, 2024 at 3:03 PM (America/Phoenix)

Other School Director statement pending response

GSC Coordinator Review

Sent Back

Kaitlyn Dorson - April 3, 2024 at 3:31 PM (America/Phoenix)

Since this course is also offered by New College of Interdisciplinary Arts and Sciences (School of Social and Behavioral Sciences) and College of Integrative Sciences and Arts (School of Applied Sciences and Arts), please provide statements of support from each of these departments/schools that show their approval of the GS Gold designation. Attach those statements to this proposal and resubmit.

April Randall

Form Submission - Proposer

Submitted for Approval | Proposer

Takeyuki (Gaku) Tsuda - April 10, 2024 at 2:18 PM (America/Phoenix)

Department Approval

Approved

Christopher Campisano - April 10, 2024 at 2:26 PM (America/Phoenix)

Patrick Ryan Williams

GSC Coordinator Review

Approved

Kaitlyn Dorson - April 10, 2024 at 2:58 PM (America/Phoenix)

April Randall

Assistant Vice Provost Review

Sent Back

Tamiko Azuma - April 10, 2024 at 3:17 PM (America/Phoenix)

For the course-specific learning outcomes, please identify the GCSI learning outcome(s) in brackets next to each.

Example:

Students will be able to evaluate how recent historical events have impacted Russia's present-day culture in cities vs. rural communities. [GCSI LO1]

Form Submission - Proposer

Submitted for Approval | Proposer

Takeyuki (Gaku) Tsuda - April 10, 2024 at 9:34 PM (America/Phoenix)

Department Approval

Approved

Christopher Campisano - April 10, 2024 at 9:55 PM (America/Phoenix)

Patrick Ryan Williams

GSC Coordinator Review

Approved

Kaitlyn Dorson - April 11, 2024 at 9:17 AM (America/Phoenix)

April Randall

Assistant Vice Provost Review

Approved

Tamiko Azuma - April 11, 2024 at 9:18 AM (America/Phoenix)

Pre-GSC Meeting

Approved

Kaitlyn Dorson - April 11, 2024 at 10:15 AM (America/Phoenix)

April Randall

Global Communities, Societies and Individuals (GCSI) Subcommittee

Acknowledgement Requested

Susan Harmeling

Greg Wise

Annapurna Ganesh

Natalie Heywood - April 23, 2024 at 2:43 PM (America/Phoenix)

Revise and Resubmit. While some of the content does focus on global issues outside of the United States, the majority of the content, specifically the content towards the beginning of the course, focuses on U.S.-centered issues among diverse populations. For example, an assignment asks learners to look at individuals in their daily lives OR across national borders, this means that not all learners are receiving the global perspective and could only be locally or regionally focused. If further information and assessment examples can be provided on how the majority of the course content focuses on non-U.S. areas, we can review it again for potential approval.

General Studies Council Meeting

Waiting for Approval

Kaitlyn Dorson

April Randall

Registrar Notification

Notification

Courses Implementation

Implementation

Approval

Rebecca Klein

Lauren Bates

Alisha Von Kampen

Proposer Notification

Notification

Takeyuki (Gaku) Tsuda

College Notification

Notification

Amanda Smith

Jenny Smith

ATCS Notification - ASU Course

Notification

Bryan Tinlin

Jessica Burns

Michele Devine

DARS Notification

Notification

Leticia Mayer

Peggy Boivin
