

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
New College of Interdisciplinary Arts and Sciences (CAS)	Dean, New College of Interdisciplinary Arts and Sciences (CASDN)

Submission Type

New Request

Requested Effective Date

Fall 2025

ASU Request

Is this request for a permanent course or a topic?

Topic		
Subject Code	Course Number	Units/Credit Hours
ENG	394	3

Topic Information

- If your request is approved:
- Topics on [omnibus courses](#) carry a designation for one semester (including summer). Please ensure you have requested the term you plan to offer/schedule the topic. Once expired, a new request must be submitted.
 - Topics on **permanent courses** require mandatory review every five years.

Topic Title	List all other undergraduate courses where this topic exists and the sections will be combined in the schedule.
Print and the Protest	IAP 394

Topic Description

Covers topics of immediate or special interest to a faculty member and students.

Has this topic been scheduled with a GS Gold designation?	Student Work Examples

If so, list which semester(s), including past, current, and future terms.

Omnibus topics cannot hold a GS Gold designation for more than three semesters total.

No Response

No

If this topic has already been offered twice with a GS Gold designation, you must attach examples of student work in the next field confirming the measurement of all category learning outcomes. The proposal will not be reviewed without these files.

If this topic has been offered three times with a GS Gold designation, you must request a new permanent course, then request the General Studies designation under the permanent course number.

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

Humanities, Arts and Design (HUAD)

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

[ENG:IAP Syllabus Jan 7 Submission for HUAD Gold Credit.docx](#)

Humanities, Arts and Design (HUAD)

The humanities explore questions of human existence and meaning, the nature of thinking and knowing, and moral and aesthetic experience. Humanities reflect on values of all kinds and seek to make the human mind more analytical, contemplative, and expansive. They are often concerned with the study of textual and artistic practices of cultures, such as traditions in literature, philosophy, religion, ethics, history, and aesthetics; the humanities also explore human thought and action and its application to human environments. They deepen awareness of the breadth of human heritages, traditions, and histories; build literacy and critical thinking skills in evidence analysis and argumentation; and implicitly or explicitly promote the application of this knowledge to contemporary societies.

The study of arts and design deepens our awareness of human societies and cultures. The arts have as a primary purpose the creation and study of objects, installations, performances, and other means of expressing or conveying aesthetic concepts and ideas. Design study concerns itself with material objects, images and spaces; their historical development; and their significance in society and culture. Disciplines in the arts and design often employ nonverbal modes of thought and communication, and courses in these areas tend to focus on sounds, objects, images, and structures and/or on the practical techniques and historical development of and innovation in artistic and design traditions.

Upon completion of a course in Humanities, Arts and Design, students will be able to complete all outcomes in one of the two following groups.

Group 1:

1. Analyze cultural creations or practices in historical or contemporary context.
2. Interpret the formal, aesthetic, and creative elements in literary, visual, or cultural texts.
3. Articulate relationships among tradition, innovation, individual creativity, and communal expression in cultural creations or practices.
4. Communicate narratives, ideas, or arguments using such elements as evidence, creativity, and critical thinking.

Group 2:

1. Analyze cultural, political, or social practices, texts, or discourses in historical or contemporary context.
2. Communicate coherent arguments or narratives using evidence drawn from qualitative or quantitative sources.
3. Identify perspectives or values as manifested in a given philosophical or religious framework or a given historical or cultural context.

Choose the appropriate group of HUAD learning outcomes for this course.

Group 1

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.**

HUAD Learning Outcome 1 (Group 1): Analyze cultural creations or practices in historical or contemporary context.

1. *Gathering Protest Images*: Find protest images to share in class (prints and other visual artifacts). Post *at least three* images to Canvas with a brief reflection (300-500 words) Post at least three to Canvas with a brief reflection/analysis explaining why this image captured your attention and what you learned from it in terms of aesthetics and rhetoric. (5% of final grade)

1. *Response to Protest Poetry*: Find protest poems to share in class. Post at least three to Canvas with a brief reflection/analysis explaining why these poems captured your attention and what you learned from them in terms of aesthetics and rhetoric. (5% of final grade) (5% of final grade)

These assignments challenge students to analyze protest poetry and art in historical contexts. Course readings surveying that history supplement this outcome.

HUAD Learning Outcome 2 (Group 1): Interpret the formal, aesthetic, and creative elements in literary, visual, or cultural texts.

1. *Gathering Protest Images*: Find protest images to share in class (prints and other visual artifacts). Post *at least three* images to Canvas with a brief reflection (300-500 words) Post at least three to Canvas with a brief reflection/analysis explaining why this image captured your attention and what you learned from it in terms of aesthetics and rhetoric. (5% of final grade)

1. *Response to Protest Poetry*: Find protest poems to share in class. Post at least three to Canvas with a brief reflection/analysis explaining why these poems captured your attention and what you learned from them in terms of aesthetics and rhetoric. (5% of final grade) (5% of final grade)

As stated above, these assignments. are interpretive, challenging students to understand artistic and literary craft in cultural contexts.

1. *First Print*: Requires at least two different type sizes and one ink color. (20% of final grade)

1. *Second Print*: Requires three type sizes and one ink color. (20% of final grade)

1. *Third Print*: Requires at least three type sizes and two ink colors. (20% of final grade)

Students create their own original print work in these assignments. Insofar as they create in light of the traditions we are studying and insofar as they create in dialogue with professors who challenge them to work with knowledge of multiple print traditions, these assignments are also interpretive.

HUAD Learning Outcome 3 (Group 1): Articulate relationships among tradition, innovation, individual creativity, and communal expression in cultural creations or practices.

1. *Gathering Protest Images*: Find protest images to share in class (prints and other visual artifacts). Post *at least three* images to Canvas with a brief reflection (300-500 words) Post at least three to Canvas with a brief reflection/analysis explaining why this image captured your attention and what you learned from it in terms of aesthetics and rhetoric. (5% of final grade)

1. *Response to Protest Poetry*: Find protest poems to share in class. Post at least three to Canvas with a brief reflection/analysis explaining why these poems captured your attention and what you learned from them in terms of aesthetics and rhetoric. (5% of final grade) (5% of final grade)

These assignments specifically challenge students to write analytically about individual poems and artworks, poets and artists, and the broader context of tradition. The language of Outcome captures quite well the balance we want students to find, that is, an understanding of "innovation...individual creativity" and "communal expression."

1. *Artist's Statement*: This is a holistic statement that explains the concepts and techniques that inform the print work. Students have the freedom to compose the artist's statement as they like. (10% of final grade)

In their Artist Statements, students compose holistic statements about the concepts and inspiration that led to their semester's work, thus situating their own individual creativity in the histories and theories of art we have studied.

1. Final Portfolio (10% of final grade)

Students complete their Artist's Statements and Final Portfolios in conjunction with one another. The Final Portfolio requires students to illustrate the claims of the Artist Statement in detail through reference to their own work. In this way, they further demonstrate their ability to articulate the connections between their own works of individual creation and communal expression in a cultural context.

HUAD Learning Outcome 4 (Group 1): Communicate narratives, ideas, or arguments using such elements as evidence, creativity, and critical thinking.

1. *First Print*: Requires at least two different type sizes and one ink color. (20% of final grade)

1. *Second Print*: Requires three type sizes and one ink color. (20% of final grade)

1. *Third Print*: Requires at least three type sizes and two ink colors. (20% of final grade)

These core assignments challenge students to communicate ideas and arguments through creative and critical means. This is the central challenge of the course.

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

1. Become proficient in printmaking techniques, including the composition of type, handset type, page layout, and the operation of a vintage press. (Corresponds with HUAD Learning Outcome 4 (Group 1): Communicate narratives, ideas, or arguments using such elements as evidence, creativity, and critical thinking),
2. Gain knowledge about the history of public art and poetry as a means of protest and engagement, producing original prints of their design. (Corresponds with HUAD Learning Outcome 1 (Group 1): Analyze cultural creations or practices in historical or contemporary context).
3. Develop an understanding of visual composition and design. (Corresponds with (Corresponds with HUAD Learning Outcome 4 (Group 1): Communicate narratives, ideas, or arguments using such elements as evidence, creativity, and critical thinking), and (HUAD Learning Outcome 2 (Group 1): Interpret the formal, aesthetic, and creative elements in literary, visual, or cultural texts.

4. Gain experience writing in different media and genres. ([Learning Outcome 4 \(Group 1\): Communicate narratives, ideas, or arguments using such elements as evidence, creativity, and critical thinking](#))
5. Gain experience balancing aesthetic and rhetorical choices in printmaking and design. ([Learning Outcome 4 \(Group 1\): Communicate narratives, ideas, or arguments using such elements as evidence, creativity, and critical thinking](#)).

Provost Use Only

Backmapped Maroon Approval

No Response

Form Submission - Proposer
Submitted for Approval | Proposer

Michael Stancliff - December 15, 2024 at 7:49 AM (America/Phoenix)

Department Approval
Approved

Morgan Johnson
James Corbeille - December 31, 2024 at 8:24 AM (America/Phoenix)

GSC Coordinator Review
Sent Back

TJ Robedeau - January 7, 2025 at 8:21 AM (America/Phoenix)

Please include in the syllabus the GS Gold Syllabus Statements exactly and with no changes made, "This course fulfills...". The GS Gold Syllabus Statements can be found at the following website: <https://docs.google.com/document/d/1JrFD2qKryUpvc0wvj4C2N8i0lqoQKY4XRmFOgkNnyF0/edit?tab=t.0>. Thank you! You are missing one bullet point from Group 1.

April Randall

Form Submission - Proposer
Submitted for Approval | Proposer

Michael Stancliff - January 7, 2025 at 1:38 PM (America/Phoenix)

Department Approval
Approved

Morgan Johnson
James Corbeille - January 8, 2025 at 10:15 AM (America/Phoenix)

GSC Coordinator Review
Approved

TJ Robedeau - January 9, 2025 at 9:12 AM (America/Phoenix)

April Randall

Assistant Vice Provost Review

Approved

Tamiko Azuma - January 9, 2025 at 9:50 AM (America/Phoenix)

All required components confirmed.

Pre-GSC Meeting

Approved

TJ Robedeau - January 9, 2025 at 10:11 AM (America/Phoenix)

April Randall

Humanities, Arts and Design (HUAD) Subcommittee

Acknowledgement Requested

William Hedberg

Megan Todd

Jessica Sturgess - January 29, 2025 at 10:56 AM (America/Phoenix)

The HUAD committee recommends revise & resubmit. Learning Outcome #3 needs to be reflected in the course-specific learning outcomes. We are confident with this addition that the proposal meets HUAD requirements.

Catherine Saucier

General Studies Council Meeting

Waiting for Approval

TJ Robedeau

April Randall

Registrar Notification

Notification

Courses Implementation

Implementation

Approval

Rebecca Flores
Lauren Bates
Alisha Von Kampen

Proposer Notification

Notification

Michael Stancliff

College Notification

Notification

James Corbeille
Morgan Johnson

DARS Notification

Notification

Leticia Mayer
Peggy Boivin

EdPlus Notification

Notification

Sarah Shipp
Bronson Cudgel
