

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 Historical, Philosophical & Religious Studies (CHSTCRIT)

Submission Type

New Request

Requested Effective Date

Fall 2025

ASU Request

Is this request for a permanent course or a topic?

Permanent Course

Subject Code	Course Number	Units/Credit Hours
HST	349	3

Course Information

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

Course Title

Early Middle Ages

Course Catalog Description

Political, socioeconomic, and cultural developments of Western Europe from the 5th through 10th centuries.

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

Prerequisite(s): ENG 102, 105, or 108 with C or better; minimum 30 hours OR Visiting University Student

Is this a crosslisted course?

No

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

No

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

Global Communities, Societies, and Individuals (GCSI)

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

[HST 349 Fall 2025.docx](#)

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.

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.**

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

The Primary Source Analysis paper requires students to choose one historical source written during the early Middle Ages, read it closely, and develop an original analytical argument based on what they learn. I provide students with a list of appropriate sources that are available in English in the ASU library, but students may work on a different source if they get my permission. Some early medieval sources are associated with individual authors while others are written by a group (i.e. the monks in a particular monastery). In either case, students are expected to articulate how the author(s)'s identity and historical context influenced their perspective and the type of written record that they chose to create.

Make a Source Appointment: Choose a primary source from the Early Middle Ages, a text written during the period 400-1000 CE. It is important to choose something that you are genuinely interested in, since you will be working closely with this source and reading it multiple times over the course of many weeks.

Quote and Footnote: Skim your source. Get a feel for it. Listen to the author's voice. Look for interesting patterns or surprising details. What grabs your attention? What seems to have grabbed the author's attention? Your source probably has an introduction by the editor or translator. Read the introduction to get a sense of the historical background of your source and its author. Pick one quote (1-3 sentences) that you think is particularly interesting, unusual, meaningful, or surprising. Copy it into a Word file and add a footnote (Ctrl+Alt+F) in Chicago Style.

Quote Analysis: Pick a quote (1-3 sentences) which shows why your source is interesting and helpful for understanding the Early Middle Ages. Then write a paragraph in which you analyze this quote.

Proposal: Write a proposal for a research project based on your source. This proposal should include a brief description of your source (who wrote it? where? when? what genre does it belong to? what is it about?) and a research question.

Outline: Your outline should be 1 page in length. It should have a title, which will be the working title for your paper. The first item in the outline should be a working version of your thesis statement. Then identify the points you want to make in connection with your thesis and the evidence you plan to use to support it.

Primary Source Analysis: Reread your source carefully. Make a list of quotes, passages, and details that will help you answer your research question. DO NOT do outside research beyond your source. The purpose of this project is for you to develop your own in-depth analysis of a single primary source, not to rely on what other people think about it. Write an analytical paper about your primary source. It should be 1800–2500 words in length, and it will be graded on the basis of argument, structure, citation, and writing mechanics. The introductory paragraph must include a thesis statement, a single sentence which directly answers the question that you asked in your proposal. Use the rest of your paper to explain your thesis statement and give lots of evidence to support it, especially direct quotes and paraphrases from your source with appropriate footnotes. Do not assume that I will interpret the evidence in the same way as you do – each time you include a quote or paraphrase, explain what you think it means and try to convince me that your interpretation is correct.

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

On the midterm and final exams, I ask students to write a short essay that requires them to synthesize the material we've covered and make connections across time, space, and social boundaries. I change the essay questions every year to remove any temptation to plagiarize and to reflect the themes that the students were most interested in that year. Here are samples of previous essay questions.

1. Was it possible for a person to be a Roman and a barbarian at the same time? Explain, giving specific details and examples drawn from our lectures and/or class readings to support your answer.
2. Name one major source of conflict among people living in the Late Antique period. Explain in detail the perspectives of the people on each side of the conflict: what did they believe, why did they believe it, and why did they think that it was worth engaging in conflict with people who believed differently?
3. Name three important changes that occurred between the early 4th century and the late 6th century. Give specific details and examples drawn from our lectures and/or class readings to explain what each change involved and why it was important.
4. Name three important factors that contributed to the stability or instability of empires/caliphates between the early 7th century and the early 11th century. Give specific details and examples drawn from our lectures and/or class readings to explain why each factor was important.
5. Most early medieval texts focus on rulers (emperors, kings, caliphs) and magnates (counts, dukes, earls, bishops, and abbots). What do we know about everyone else, the non-rulers and non-magnates, and how do we know it? Use three of our primary sources to support your answer.

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.

The Primary Source Analysis paper requires students to choose one historical source written during the early Middle Ages, read it closely, and develop an original analytical argument based on what they learn. Some early medieval sources are associated with individual authors while others are written by a group (i.e. the monks in a particular monastery). In either case, students are expected to articulate how the author(s)'s identity and historical context influenced their perspective and the type of written record that they chose to create. All of the dimensions of difference named in this learning outcome are relevant to historical contextualization, although certain dimensions will weigh more heavily than others depending on the source (an anonymous administrative manual vs. a hagiography written by a nun vs. a medical treatise by a Christian court physician in Baghdad).

Make a Source Appointment: Choose a primary source from the Early Middle Ages, a text written during the period 400-1000 CE. It is important to choose something that you are genuinely interested in, since you will be working closely with this source and reading it multiple times over the course of many weeks.

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

The Primary Source Analysis paper requires students to choose one historical source written during the early Middle Ages, read it closely, and develop an original analytical argument based on what they learn. A ladder of smaller assignments leading up to the paper guides students through the process of familiarizing themselves with their evidence (Quote and Footnote), explaining and contextualizing it (Quote Analysis), developing an argument (Proposal), and communicating it in a coherent way (Outline).

Make a Source Appointment: Choose a primary source from the Early Middle Ages, a text written during the period 400-1000 CE. It is important to choose something that you are genuinely interested in, since you will be working closely with this source and reading it multiple times over the course of many weeks.

Quote and Footnote: Skim your source. Get a feel for it. Listen to the author's voice. Look for interesting patterns or surprising details. What grabs your attention? What seems to have grabbed the author's attention? Your source probably has an introduction by the editor or translator. Read the introduction to get a sense of the historical background of your source and its author. Pick one quote (1-3 sentences) that you think is particularly interesting, unusual, meaningful, or surprising. Copy it into a Word file and add a footnote (Ctrl+Alt+F) in Chicago Style.

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support it, especially direct quotes and paraphrases from your source with appropriate footnotes. Do not assume that I will interpret the evidence in the same way as you do – each time you include a quote or paraphrase, explain what you think it means and try to convince me that your interpretation is correct.

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.

1. Demonstrate knowledge of events, people, institutions, and concepts that were important during the early medieval period. [GSCI 2]
2. Develop an original historical argument based on close reading of a source written by an early medieval person or community. [GSCI 1 and 3]
3. Write an analytical paper to present that argument convincingly according to the disciplinary norms of history, including the use of direct quotes, correctly cited and contextualized. [GSCI 4]
4. Evaluate a recent scholarly study of an early medieval topic according to the disciplinary norms for book reviews in history.

Provost Use Only

Backmapped Maroon Approval

No Response

Form Submission - Proposer

Submitted for Approval | Proposer

Hannah Barker - December 9, 2024 at 10:16 AM (America/Phoenix)

Department Approval

Approved

Richard Amesbury - December 9, 2024 at 10:23 AM (America/Phoenix)

GSC Coordinator Review

Approved

TJ Robedeau - December 11, 2024 at 9:09 AM (America/Phoenix)

April Randall

Assistant Vice Provost Review

Approved

Tamiko Azuma - December 17, 2024 at 3:47 PM (America/Phoenix)

All required components confirmed.

Pre-GSC Meeting

Approved

TJ Robedeau - December 18, 2024 at 8:34 AM (America/Phoenix)

April Randall

Global Communities, Societies and Individuals (GCSI) Subcommittee

Acknowledge Cancelled

Susan Harmeling

Greg Wise

Annapurna Ganesh

Natalie Heywood - January 28, 2025 at 8:20 PM (America/Phoenix)

Revise and resubmit. The GCSI learning outcomes and course learning outcomes can not be the same. Please revise and resubmit with new course-specific learning outcomes and we will review for GCSI designation.

General Studies Council Meeting

Sent Back

TJ Robedeau - January 31, 2025 at 9:44 AM (America/Phoenix)

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

Revise and resubmit. The GCSI learning outcomes and course learning outcomes can not be the same. Please revise and resubmit with new course-specific learning outcomes and we will review for GCSI designation.

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

April Randall

Form Submission - Proposer

Submitted for Approval | Proposer

Hannah Barker - February 3, 2025 at 12:42 PM (America/Phoenix)

Department Approval

Approved

Richard Amesbury - February 3, 2025 at 12:56 PM (America/Phoenix)

GSC Coordinator Review

Approved

TJ Robedeau - February 3, 2025 at 1:57 PM (America/Phoenix)

April Randall

Assistant Vice Provost Review

Approved

Tamiko Azuma - February 3, 2025 at 2:07 PM (America/Phoenix)

All required components confirmed.

Pre-GSC Meeting

Approved

TJ Robedeau - February 3, 2025 at 2:16 PM (America/Phoenix)

April Randall

Global Communities, Societies and Individuals (GCSI) Subcommittee

Acknowledgement Requested

Susan Harmeling

Greg Wise

Annapurna Ganesh

Natalie Heywood - February 24, 2025 at 4:41 PM (America/Phoenix)

Revise and Resubmit. There appears to be a misalignment between the CLOs and GCSI LOs. For example, there is a lack of global focus in the course and the affect of dimensions of difference on individuals and communities. If more information could be provided on the assessments that may help demonstrate how the course meets the GCSI designation.

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

Hannah Barker

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

EdPlus Notification

Notification

Sarah Shipp
Bronson Cudgel