

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	415	3

Course Information

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

Course Title

Debating the Constitution

Course Catalog Description

Covers major Supreme Court decisions from the early American republic through today. Students learn how to analyze court decisions, develop an understanding of the functions of the Supreme Court, and discuss how the Supreme Court operates as a core American institution. In addition, provides students with historical context and analytical tools for understanding critical Supreme Court decisions in American history. Emphasizes legal reasoning as an analytical skill necessary to understand specific court decisions. At the same time, students are offered an opportunity to apply legal reasoning within an historical context by examining and comparing court decisions over the course of American history.

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

Prerequisite(s): ENG 102, 105, or 108 with C or better; minimum 55 hours; Credit is allowed for only HST 306 (Debating the Constitution) or HST 415 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

American Institutions (AMIT)

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

[Debating the Constitution Syllabus 01-2024.docx](#)

American Institutions (AMIT)

In each American Institutions course, students will discuss people, ideas, institutions, movements and structural forces that have created and transformed the United States. Students will analyze struggles over the meaning of America's constitutional democracy. Throughout the course, students will analyze a wide range of sources drawn from both past and present and contemplate American history, ideals, and institutions in global as well as national contexts. In doing so, students will refine their ability to make and evaluate reasoned arguments, engage in civil debate, and participate constructively in civic life.

In an American Institutions course, students must be exposed to the following knowledge or sources:

AMIT Element 1: Principles of American constitutional democracy and how they are applied under a republican form of government.

1. Identified Topic or Source	1. Location in Syllabus
Freedom of Speech; First Amendment	Weeks 9, 10, 13, 14, 15
2. Identified Topic or Source	2. Location in Syllabus
The right to a fair justice system (5th and 8th Amendments)	Weeks 7 and 13

AMIT Element 2: The US Constitution and major American constitutional debates.

1. Identified Topic or Source

What is the role of executive privilege in the balance of powers? US Constitution, Article II, Section 4

1. Location in Syllabus

Week 8

2. Identified Topic or Source

Whose job is it to guarantee the health and privacy of a population? US Constitution, Amendments 5 and 14

2. Location in Syllabus

Weeks 10 and 11

AMIT Element 3: Founding documents that have shaped American institutions.

1. Identified Topic or Source

The Bill of Rights, Marbury v. Madison (1803)

1. Location in Syllabus

Week 1

2. Identified Topic or Source

NOTE: Every week of the course features Supreme Court cases and they cover a wide range of time periods and communities.

2. Location in Syllabus

Weeks 1 through 15

AMIT Element 4: Landmark policy achievements and Supreme Court cases.

1. Identified Topic or Source

Brown v. Board of Education (1954), the overturning of segregation

1. Location in Syllabus

Week 6

2. Identified Topic or Source

New York Times v. Sullivan (1964) The guarantee of a free press to publish without fear of lawsuit.

2. Location in Syllabus

Week 9

AMIT Element 5: Economic knowledge necessary to assess policy options affecting both the public and private sectors.

1. Identified Topic or Source

1. Location in Syllabus

State taxing power, McCulloch v. Maryland (1819)

Week 2

2. Identified Topic or Source

Lochner v. People of the State of NY (1905) Labor practices and rights

Citizens United v. Federal Elections Commission (2010) Campaign finance

2. Location in Syllabus

Week 5

Week 15

AMIT Element 6: International context of American institutions and the evolution of America's role in international affairs.

1. Identified Topic or Source

Hamdan v. Rumsfeld (2006)

1. Location in Syllabus

Week 13

2. Identified Topic or Source

Dred Scott v. John A. Sandford (1856) This case led up to the Civil War, which will be further discussed, and which had major implications for international relations.

2. Location in Syllabus

Week 3

AMIT Learning Outcomes

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.**

AMIT Learning Outcome 1: Demonstrate how ideas and groups have historically shaped the creation of and change in U.S. institutions.

Midterm Exam 1: a) Select two related court cases studied up to this point in the course to write a dissent or concurring majority of the opinion(s) to reveal a common legal theme you believe important. Your essay should begin with a statement as to why you believe these decisions were

wrong or right—generally or specifically--on legal/constitutional grounds, then summaries of each case, then a full explanation of your reasoning. Your essay should frame the case within the legal historical context confronting the court and the larger implications of the court decision on American institutions.

AMIT Learning Outcome 2: Identify key institutions in U.S. politics and their impacts on social, economic, or political outcomes. This will include differential impacts on disparate communities.

Midterm Exam 2: b) Select two court cases, from *Brown v. Topeka Board of Education* (1954) through *U.S. v. Nixon* (1974) to support a majority or minority opinion. In your essay, explain what ties these cases together in legal and historical terms; discuss how the selected case impacted groups differently on the basis of race, gender, or some other characteristic; why you agree or disagree with the majority decision; and examine the larger historical implications of these cases for the court and the country.

AMIT Learning Outcome 3: Describe the impact of key ideas, people, events, institutions, or movements on the nature, history, and boundaries of American citizenship and the various forms of civic participation in a self-governing society.

Debates: students will be assigned to debate one of the following Supreme Court cases, each of which deal with the subject of American citizenship (its definition, rights, privileges, and boundaries) or the permitted or prohibited forms of civic participation in a democracy. Court cases to be debated include: *Dred Scott v. Sandford*; *Plessy v. Ferguson*; *Lochner v. People of State of NY*; *Brown v. Topeka Board of Education*; *Miranda v. Arizona*; *Katz v. United States*; *Roe v. Wade* and *Dobbs v. Mississippi*; *Nationalist Socialist Party v. Skokie*; *Citizens United v. Federal Elections Commission*. Grades for student debates will be based on familiarity with the constitutional principles relevant to the case, articulation of these principles and ability to respond to rebuttal and classroom discussion. Grades for debates will include up to 30 points for articulation of constitutional principles and up to 20 points for rebuttal and response to questions. In the debates and responses, students should address the cases' historical context and implication for American citizenship and civic participation in a self-governing society.

Grades for student debates will be based on familiarity with the constitutional principles relevant to the case, articulation of these principles and ability to respond to rebuttal and classroom discussion. Grades for debates will include up to 30 points for articulation of constitutional principles and up to 20 points for rebuttal and response to questions.

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

Final Exam: Take Home Exam. Exams due in hardcopy on day of scheduled final. Papers should be double-spaced, approximately 1250 words in length. This exam requires choosing three related cases studied over the course to explore the following questions: What has the Supreme Court gotten right (or wrong) in the course of its history? Your essay should begin with an overall thesis, then proceed to each case separately summarizing the decision, then explain why the court made the incorrect decision(s) constitutionally

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

1. Students will be able to demonstrate knowledge of basic constitutional law and major Supreme Court cases [AMIT L01]
2. Students will be able to analyze and interpret fundamental constitutional principles and major Supreme Court cases [AMIT L02]
3. Students will be able to formulate arguments and employ legal reasoning in oral debate and writing [AMIT L04]
4. Students will be able to describe the effects of critical Supreme Court decisions on the subject of American citizenship (its definition, rights, privileges, and boundaries) and on the permitted or prohibited forms of civic participation in a democracy [AMIT L03]
5. Students will be able to articulate and evaluate the evolution of belief systems over the course of American history as illustrated by key Supreme Court decisions [AMIT L01 and AMIT L03]
6. Students will be able to explain how Supreme Court decisions shaped public and private institutions, such as education, policing, publishing, campaigning, and more [AMIT L02]

Provost Use Only

Backmapped Maroon Approval

No Response

Form Submission - Proposer

Submitted for Approval | Proposer

Donald Critchlow - January 3, 2025 at 2:04 PM (America/Phoenix)

Department Approval

Approved

Richard Amesbury - January 3, 2025 at 2:07 PM (America/Phoenix)

GSC Coordinator Review

Sent Back

TJ Robedeau - January 7, 2025 at 9:36 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!

April Randall

Form Submission - Proposer

Submitted for Approval | Proposer

Donald Critchlow - January 10, 2025 at 1:18 PM (America/Phoenix)

Department Approval

Approved

Richard Amesbury - January 10, 2025 at 1:30 PM (America/Phoenix)

GSC Coordinator Review

Approved

TJ Robedeau - January 13, 2025 at 8:32 AM (America/Phoenix)

April Randall

Assistant Vice Provost Review

Approved

Tamiko Azuma - January 13, 2025 at 1:27 PM (America/Phoenix)

All required components confirmed.

Pre-GSC Meeting

Approved

TJ Robedeau - January 14, 2025 at 8:52 AM (America/Phoenix)

April Randall

American Institutions (AMIT) Subcommittee

Acknowledge Cancelled

James Dupey

Susan Miller

Ruby Arjona

Mark Ramirez - January 27, 2025 at 5:16 PM (America/Phoenix)

Revise and resubmit

AMIT learning outcome 2: The assignment needs to ensure each student is assessing the differential impact of institutional outcomes across different communities.

AMIT learning outcome 3: Attendance and selective participation makes it difficult to ensure each student is assessed on the learning outcome. Please update assessment mechanism for this learning outcome.

Course learning outcome verbs need to match category learning outcomes. Additionally, the course learning outcomes do not match the category learning outcomes (e.g., AMIT LO3 requires assessment of how institutions impact citizenship and civic participation, which is missing from the course learning outcome.)

Brent Scholar

General Studies Council Meeting

Sent Back

TJ Robedeau - January 31, 2025 at 8:11 AM (America/Phoenix)

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

AMIT learning outcome 2: The assignment needs to ensure each student is assessing the differential impact of institutional outcomes across different communities.

AMIT learning outcome 3: Attendance and selective participation makes it difficult to ensure each student is assessed on the learning outcome. Please update assessment mechanism for this learning outcome.

Course learning outcome verbs need to match category learning outcomes. Additionally, the course learning outcomes do not match the category learning outcomes (e.g., AMIT LO3 requires assessment of how institutions impact citizenship and civic participation, which is missing from the course 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

Donald Critchlow - February 10, 2025 at 1:42 PM (America/Phoenix)

Department Approval

Approved

Richard Amesbury - February 10, 2025 at 3:22 PM (America/Phoenix)

GSC Coordinator Review

Approved

TJ Robedeau - February 11, 2025 at 8:20 AM (America/Phoenix)

April Randall

Assistant Vice Provost Review

Approved

Tamiko Azuma - February 11, 2025 at 1:47 PM (America/Phoenix)

All required components confirmed.

Pre-GSC Meeting

Approved

TJ Robedeau - February 12, 2025 at 8:56 AM (America/Phoenix)

April Randall

American Institutions (AMIT) Subcommittee

Acknowledgement Requested

James Dupey
Susan Miller
Ruby Arjona
Mark Ramirez - February 25, 2025 at 8:59 PM (America/Phoenix)
Needs revision.
LO3: There needs to be two assessments for LO3. One must assess student understanding of the impact of institutions on citizenship and the second must assess student understanding of the impact of institutions on civic participation.
Brent Scholar

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

Donald Critchlow

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
