

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

The College of Liberal Arts and Sciences (CLA)

Department/School

School of Historical, Philosophical & Religious Studies (CHSTCRIT)

Submission Type

New Request

Requested Effective Date

Spring 2025

ASU Request

Is this request for a permanent course or a topic?

Permanent Course

Subject Code

HST

Course Number

435

Units/Credit Hours

3

Course Information

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

Course Title

Russian Empire: From Ivan the Terrible to 1917

Course Catalog Description

Development of Russian imperial institutions and civil society from the 16th century to 1917.

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

Prerequisite(s): ENG 102, 105, or 108 with C or better; minimum 55 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.

[2025 syllabus 435.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.

Please note: Courses primarily focused on the acquisition of a language (e.g., Elementary Spanish II) are not eligible for the GCSI designation. A majority of the course content must cover the GCSI 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 eleven memoirs we read, about which students write two papers, examine how individuals and their ethnic or social communities endured global issues such as industrialization, authoritarianism, serfdom and modernization. The prompt for the two papers are:

- 1) Of the five memoirs we have read on pre-reform Russia (Avakuum, Perlovskii, Vodovozova parts 1 and 2, Rostislavov part 1 and Herten), pick the one that you think reveals the most about pre-reform Russia and explain why you chose this particular memoir over the other four memoirs. Use quotes from the memoir you've selected and the memoirs you have not selected to support your argument. Discuss each and every one of the 5 memoirs we've read. Do not summarize the memoirs; mention the content of the memoirs only in so far as they relate to your thesis. See Rubric.
- 2) Of six of the memoirs we have read on post-reform Russia--Bek, Gruzenberg parts 1-3, Kanachikov, Zsulich, Volkov-Muromtsev and Abrikosov--pick the one that you think reveals the most about Russia and explain why you chose this particular memoir over the other five memoirs. Use quotes from the memoir you've selected and the memoirs you have not selected to support your argument. Discuss each and every one of these 5 memoirs. Do not summarize the memoirs; mention the content of the memoirs only in so far as they relate to your thesis

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

Both papers students write are based on memoirs (a total of 11) we read and discuss written by subjects of the Russian empire who lived in different regions of the Russian empire and belonged to all of the various social estates that made up the population of the empire. Most of the memoirs deal with social interaction between social estate groups (for example, the peasant memoir we read describes interactions with the nobility, and the noble landowners' memoir we read discusses serfs on her estate).

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.

Both papers students write are based on memoirs (a total of 11) we read and discuss written by subjects of the Russian empire who belonged to different genders, ethnicities, and socio-economic status.

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

Through the writing of two papers and long essays on the mid-term and final exams, students will hone their skills making arguments based on historical evidence and memoirs. The long essays they write on the mid-term and final are:

- 1) Agree or disagree with the following statement: "Catherine the Great did more harm to Russia than Peter the Great." Provide as many historical examples as you can.
- 2) If the revolutions of 1917 could have been avoided, when and how? Give specific examples and discuss the major events in Russian history from Ivan IV to 1917 to support your answer.

The short essays are:

- 1) Discuss the various aspects of the socio-political system of Russia in the first half of the 19th century that made Oblomov the man that he is. Use as many concrete examples from the film as you can.

2) the film, *An Unfinished Film for a Mechanical Player*, takes place about a decade and a half before the 1917 revolution. How can the actions, inactions and attitudes of characters of the film shed light on why the October Revolution happened?

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.

(CO 1) Global awareness through learning how one European country developed politically and socially in the opposite direction of another, that of England, the country which shaped much of the development of the United States {GSCI LO1}

(CO 2) Through the writing of two papers and long essays on each exam, students will hone their skills making arguments based on historical evidence (GSCI LO4)

(CO 3) By reading numerous memoirs and diaries written by Russian subjects of a variety of ethnicities and social estates, students will learn how the political, economic, cultural and social processes in Imperial Russia affected individuals and communities (LO3)

(CO 4) Students will understand how an authoritarian state could control its people until the early 20th century (GSCI LO2)

(CO 5) They will also be able to understand the various origins of one of the most successful revolutions in world history (GSCI LO2)

Form Submission - Proposer

Submitted for Approval | Proposer

Laurie Manchester - June 20, 2024 at 8:28 AM (America/Phoenix)

Department Approval

Approved

Richard Amesbury - June 27, 2024 at 4:25 PM (America/Phoenix)

GSC Coordinator Review

Sent Back

Kaitlyn Dorson - July 1, 2024 at 11:45 AM (America/Phoenix)

Please address the following: 1) Per the instructions on the form, current syllabus information must also be entered in Quali Curriculum Management (CM). If you don't have access to Quali CM, you'll need to work with your unit and coordinate with the individual(s) able to submit Quali CM course proposals. Please see the General Studies Request FAQ for more information: https://docs.google.com/document/d/1BF_lpz4neXWRQgZfXj-5ILS07EEnNu34Z35S8CrAEVk/ 2)The appropriate GS Gold statement is required to be included in the syllabus that is attached in this proposal. Please edit the syllabus to include the appropriate GS Gold statement which can be found linked in the GS Gold Designation Request field in the following phrase: "The syllabus must include all requirements of ACD 304-10 and the appropriate General Studies Gold statement found here. Syllabi with missing components will not be accepted."

April Randall

Form Submission - Proposer

Submitted for Approval | Proposer

Laurie Manchester - August 13, 2024 at 12:53 PM (America/Phoenix)

Department Approval

Approved

Richard Amesbury - August 14, 2024 at 2:17 PM (America/Phoenix)

GSC Coordinator Review

Sent Back

Alicia Alfonso - August 15, 2024 at 9:46 AM (America/Phoenix)

The course-specific learning outcomes on the syllabus do not match that submitted on the proposal.

April Randall

Form Submission - Proposer

Submitted for Approval | Proposer

Laurie Manchester - August 15, 2024 at 6:27 PM (America/Phoenix)

Department Approval

Approved

Richard Amesbury - August 16, 2024 at 11:01 AM (America/Phoenix)

GSC Coordinator Review

Approved

Alicia Alfonso - August 19, 2024 at 12:36 PM (America/Phoenix)

Identified issues appear to have been resolved. Proposal to add syllabus data in CM currently at dean's designee level.

April Randall

Assistant Vice Provost Review

Sent Back

Tamiko Azuma - August 19, 2024 at 1:08 PM (America/Phoenix)

Please provide the prompts (example of prompts) or more information about the two papers that the students will write. The General Studies Council will need this information to determine whether the learning outcomes are being appropriately measured.
If you have any questions, email me at: azuma@asu.edu

Form Submission - Proposer

Submitted for Approval | Proposer

Laurie Manchester - August 19, 2024 at 2:00 PM (America/Phoenix)

Department Approval

Approved

Richard Amesbury - August 19, 2024 at 2:01 PM (America/Phoenix)

GSC Coordinator Review

Sent Back

Alicia Alfonso - August 20, 2024 at 10:29 AM (America/Phoenix)

Please provide examples in GCSI outcome 4 of essay prompts for the mid-term and final exams.

April Randall

Form Submission - Proposer

Submitted for Approval | Proposer

Laurie Manchester - August 20, 2024 at 10:36 AM (America/Phoenix)

Department Approval

Approved

Richard Amesbury - August 20, 2024 at 11:07 AM (America/Phoenix)

GSC Coordinator Review

Approved

Alicia Alfonso - August 20, 2024 at 11:41 AM (America/Phoenix)

Unit has added prompts for papers and exam essays.

April Randall

Assistant Vice Provost Review

Approved

Tamiko Azuma - August 20, 2024 at 3:12 PM (America/Phoenix)

All required components confirmed.

Pre-GSC Meeting

Approved

Alicia Alfonso

April Randall - August 20, 2024 at 5:27 PM (America/Phoenix)

Global Communities, Societies and Individuals (GCSI) Subcommittee

Acknowledgement Requested

Susan Harmeling

Greg Wise

Annapurna Ganesh

Natalie Heywood - September 3, 2024 at 3:39 PM (America/Phoenix)

Revise and Resubmit. More information/details are needed for LO2 and LO3. This could include prompts, questions, or the focused topics and how they directly relate/address the GCSI LOs.

General Studies Council Meeting

Waiting for Approval

Alicia Alfonso

April Randall

Registrar Notification

Notification

Courses Implementation

Implementation

Approval

Rebecca Flores

Lauren Bates

Alisha Von Kampen

Proposer Notification

Notification

Laurie Manchester

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
