

## General Studies Gold Request Form

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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

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College/School

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New College of Interdisciplinary Arts and Sciences (CAS)

Department/School

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School of Humanities, Arts, and Cultural Studies (CHUMARTCLT)

Submission Type

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New Request

Requested Effective Date

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Fall 2025

ASU Request

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Is this request for a permanent course or a topic?

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Permanent Course

Subject Code

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PHI

Course Number

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450

Units/Credit Hours

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3

### Course Information

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

Course Title

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Philosophical and Spiritual Issues in Death and Dying

Course Catalog Description

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From Plato to Maimonides to Heidegger to Kubler-Ross, scholars, clinicians and spiritual writers have recognized that attitudes about death and dying contribute to understandings of human existence. Recalling the ancient Socratic, biblical and other spiritual traditions of the cura animarum (care for and cure of the soul) and joining contemporary post/secular conversations relevant to integration of body-mind-spirit, this course introduces basic concepts and practices of care ethics and spirituality. Focuses on relations among existential (ontological), therapeutic (psychosomatic), and spiritual (religious) dimensions of care. Theoretically, the course is inter-faith in approach, holistic in scope, and specialized in content. Practically, students examine real-life issues in care ethics and spirituality from multiple perspectives.

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

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Prerequisite(s): ENG 101, 105, or 107 with C or better; Credit is allowed for only IAS 450 or MAS 550 or PHI 450 or PHI 494 (Issues in Death & Dying) or REL 450 or REL 494 (Issues in Death & Dying) OR Visiting University Student

Is this a crosslisted course?

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Yes

List all crosslisted courses by subject code and number.

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IAS 450, REL 450

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

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No

Shared or Crosslisted Departments/Schools

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School of Humanities, Arts, and Cultural Studies (CHUMARTCLT)

Statement of Support #1

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Statement of Support #2

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Statement of Support #3

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No Response

No Response

No Response

If this course or topic already carries a different General Studies Gold (not Maroon) designation than the one being requested, please check this box.

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General Studies Gold Designation Request

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Requested Designation

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Humanities, Arts and Design (HUAD)

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

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[IAS 450 Kuali.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.

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Group 2

**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.

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HUAD Learning Outcome 1 (Group 2): Analyze cultural, political, or social practices, texts, or discourses in historical or contemporary context.

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**Module 7: Case Studies on Death and Dying**

**Overview:**

This module examines case studies on death, including The Death of Ivan Ilyich, Perpetua, the Oxford Martyrs, Aldous Huxley, and Martyn Lloyd-Jones.

### **Learning Objectives:**

By the end of this module, students will be able to:

1. Examine case studies about death.
2. Contrast views of a “good death.”
3. Evaluate how death serves as a call to stop and reflect.

### **Assignments:**

- Final Presentation Assignment (80 points):

Create a 10-15 minute video presentation on a topic of your choice from Modules 1-7. The presentation should include 10-20 slides, screen-shared with narration.

**Peer Feedback: Provide responses to classmates’ presentations to foster discussion.**

- Quiz 7 (5 points)

HUAD Learning Outcome 2 (Group 2): Communicate coherent arguments or narratives using evidence drawn from qualitative or quantitative sources.

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## **Module 5: Existentialism and Therapy**

### **Overview:**

In this module, we explore existentialism and therapeutic approaches to death, drawing from Kierkegaard, Heidegger, and Kubler-Ross.

### **Learning Objectives:**

By the end of this module, students will be able to:

1. Describe the therapeutic approach to death.
2. Contrast the Christian and secular existentialists.
3. Evaluate Jewish and Christian beliefs about the resurrection.

### **Assignments:**

- Impact Video Assignment (20 points):

Record a 3-5 minute video explaining an impactful insight from the class. Summarize your insight and explain why it had an impact on you.

**Peer Feedback: Respond to at least two classmates’ videos with thoughtful questions or elaborations to generate discussion.**

- Quiz 5 (5 points)

HUAD Learning Outcome 3 (Group 2): Identify perspectives or values as manifested in a given philosophical or religious framework or a given historical or cultural context.

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## **Module 3: The Problem of Death in the Book of Ecclesiastes**

### **Overview:**

This module focuses on the Book of Ecclesiastes and its treatment of life, death, and meaning.

### **Learning Objectives:**

By the end of this module, students will be able to:

1. Describe the main points of the Book of Ecclesiastes.
2. Explain the problem of “life under the sun.”
3. Evaluate the solution for finding meaning in Ecclesiastes.

### **Assignments:**

- Discussion Assignment (20 points):

Write an initial post (250-400 words) responding to:

*What does it mean to live “under the sun”? Why does the Preacher conclude that life under the sun is vanity? What is his solution?*

Respond to at least two classmates to generate further discussion.

- Quiz 3 (5pts)

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.

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**Course Learning Outcomes:**

At the completion of this course, students will be able to:

1. Students will be able to describe the problem of death from a philosophical, therapeutic, and religious perspective. (HUAD Group 2.1)
2. Students will be able to identify major philosophical, therapeutic, and religious solutions to the problem of death. (HUAD Group 2.1)
3. Students will analyze competing presuppositions about death and the afterlife. (HUAD Group 2.2)
4. Students will evaluate examples of death and dying for how they illustrate presuppositions about the afterlife. (HUAD Group 2.3)

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Provost Use Only

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Backmapped Maroon Approval

No Response

## Form Submission - Proposer

Submitted for Approval | Proposer

Owen Anderson - September 19, 2024 at 3:03 PM (America/Phoenix)

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## Department Approval

Approved

Morgan Johnson

James Corbeille - September 19, 2024 at 4:57 PM (America/Phoenix)

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## GSC Coordinator Review

Approved

Alicia Alfonso - September 20, 2024 at 1:07 PM (America/Phoenix)

April Randall

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## Assistant Vice Provost Review

Approved

Tamiko Azuma - September 25, 2024 at 4:40 PM (America/Phoenix)

All required components confirmed.

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## Pre-GSC Meeting

Approved

TJ Robedeau - October 8, 2024 at 12:47 PM (America/Phoenix)

April Randall

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## Humanities, Arts and Design (HUAD) Subcommittee

Acknowledgement Requested

William Hedberg

Megan Todd

Jessica Sturgess - October 30, 2024 at 9:30 AM (America/Phoenix)

The subcommittee recommends a revise and resubmit. Although the learning outcomes are clear, the assignments currently lack enough detail to confirm whether the LOs are being assessed. For

example "discuss an insight from class" needs greater detail. Please submit greater detail for the assignments.

Catherine Saucier

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## General Studies Council Meeting

Waiting for Approval

TJ Robedeau

April Randall

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## Registrar Notification

Notification

Courses Implementation

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## Implementation

Approval

Rebecca Flores

Lauren Bates

Alisha Von Kampen

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## Proposer Notification

Notification

Owen Anderson

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## College Notification

Notification

James Corbeille

Morgan Johnson

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## ATCS Notification - ASU Course

Notification

Bryan Tinlin

Jessica Burns

Michele Devine

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## DARS Notification

Notification

Leticia Mayer

Peggy Boivin

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## EdPlus Notification

Notification

Sarah Shipp

Bronson Cudgel

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