

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 Politics and Global Studies (CGVTPOLGLB) |

Submission Type

Mandatory Review

ASU Request

Is this request for a permanent course or a topic?

Permanent Course

| Subject Code | Course Number | Units/Credit Hours |
|--------------|---------------|--------------------|
| POS          | 364           | 3                  |

Course Information

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

Course Title

National Security, Intelligence, and Terrorism

Course Catalog Description

Theoretical and empirical assessment of U.S. national security policy in the post-cold war era.

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

Prerequisite(s): minimum 25 hours OR Visiting University Student

Is this a crosslisted course?

No

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

Yes

Shared or Crosslisted Departments/Schools

Statement of Support #1

[Re\\_Gold GSD support for POS364 \(1\).pdf](#)

Statement of Support #2

No Response

Statement of Support #3

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.

## General Studies Gold Designation Request

### Requested Designation

Social and Behavioral Sciences (SOBE)

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

[POS 364 Syllabus Ripley F25- Revised.docx](#)

Social and Behavioral Sciences (SOBE)

Courses in social sciences and behavioral sciences expose students to the systematic investigation of human institutions, relationships, social structures, behavior, emotions, communication, and health. Students will learn about evidence, methods, and approaches that social and behavioral scientists use to analyze, understand, and describe human activities, experiences, and systems. They will learn how social scientists and behavioral scientists conduct research, how they disseminate their findings, and how the findings from social and behavioral science can be used in the pursuit of individual, societal, and policy goals.

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.**

SOBE Learning Outcome 1: Utilize behavioral or social science approaches, qualitative or quantitative, to examine aspects of human experiences or explain social or behavioral phenomena.

Students will first examine national security issues (state actors, non-state actors, and non-traditional threats) through in-depth case studies and large-n datasets. They will then analyze these issues to better understand and even predict future threats.

For example, in Week 3's Discussion Boards, students examine how the recent large-scale insurgency toppled the government of Bashar-al-Assad. Students analyze prior insurgency movements and theories of insurgency to understand the reason why this insurgency movement was successful, but others in other nations were failures. Additionally, students analyze what the overthrow of the regime means for alliance building between the peer competitor powers (US, Russia, Iran, China, etc.). We utilize both large-n and case study methods.

SOBE Learning Outcome 2: Describe the strengths and limitations of behavioral or social science methods in predicting or understanding human behavior.

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Human behavior is extremely complex, requiring interpretive, qualitative, and statistical analysis. Despite rich developments in the literature, there are still many gaps in our understanding of national security issues. In Week 2's Discussion Boards, students examine how religion and other cultural forces impacted security efforts in predictable and unpredictable ways, including events such as the Russian Orthodox Church's support of the war on Ukraine, the rapid fall of Afghanistan, and the weaponization of religion in the Myanmar coup. These and later course examples clarify that human behavior is often unpredictable.

SOBE Learning Outcome 3: Communicate coherent arguments using evidence drawn from qualitative or quantitative sources.

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Students will develop communicative abilities on national security issues through a broad spectrum of standing or online debates. Students must formulate arguments and rebuttals on various national security themes. These include, but not limited to:

Debate 1: The North Atlantic Treaty Organization (NATO) should/should not allow Ukraine to become a member

Debate 2: The United States should/should not allow Ukraine to fire on targets inside Russia with weapons from Washington

Debate 3: Due to security concerns, Israel should/should not continue its military campaign in Gaza despite world condemnation

Debate 4: Due to national security concerns, the bombings on Hiroshima and Nagasaki were/were not justified

Debate 5: Thinking of areas such as the Middle East and Ukraine, who would be better for national security issues: Trump or Harris

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

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1. Identify key national security issues including traditional state actors, non-state actors (insurgencies, counterinsurgencies, etc.), and non-traditional threats (cybersecurity, biological weaponry, etc.) [SOBE LO1]

2. Apply [the concepts noted in #1] to real-world events. [SOBE LO1]
3. Explain national security issues of current events from a variety of global perspectives. [SOBE LO1]

Provost Use Only

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Backmapped Maroon Approval

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No Response

## Form Submission - Proposer

Submitted for Approval | Proposer

Lisa Lamb - January 9, 2025 at 1:49 PM (America/Phoenix)

## Department Approval

Approved

Tara Lennon - January 9, 2025 at 2:08 PM (America/Phoenix)

Gunes Tezcur

## GSC Coordinator Review

Approved

TJ Robedeau - January 10, 2025 at 8:34 AM (America/Phoenix)

April Randall

## Assistant Vice Provost Review

Approved

Tamiko Azuma - January 10, 2025 at 1:03 PM (America/Phoenix)

All required components confirmed.

## Pre-GSC Meeting

Approved

TJ Robedeau - January 13, 2025 at 8:36 AM (America/Phoenix)

April Randall

## Social and Behavioral Sciences (SOBE) Subcommittee

Acknowledgement Requested

Dawn DeLay

Cara McDaniel

Jen Eden

Emily Mertz - January 27, 2025 at 4:10 PM (America/Phoenix)

Revise and Resubmit: Thank you for your proposal. The SOBE sub-committee recommends revise and resubmit based on the following. For LO2, please clarify the strengths and limitations of behavioral or social science methods in predicting national security issues, in the example provided. The assessment needs to demonstrate the behavioral science approaches in and of themselves have limitations (and strengths) not just that human behavior is unpredictable. For LO3, please clarify what evidence drawn from qualitative or quantitative sources students use to engage in their debates.

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## General Studies Council Meeting

Waiting for Approval

TJ Robedeau

April Randall

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## Proposer Notification

Notification

Lisa Lamb

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## College Notification

Notification

Amanda Smith

Jenny Smith

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